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Vol. 2

MARCH, 1916

No. 4

BULLETIN
OF
**TEXAS WOMAN'S
COLLEGE**
FORT WORTH, TEXAS



ANNOUNCEMENTS FOR 1916-17
REGISTER FOR 1915-16

ISSUED QUARTERLY BY TEXAS WOMAN'S COLLEGE

Entered at Postoffice, Fort Worth, Texas, as second-class matter, under
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CLASS LESSONS IN SCHOOL OF FINE ARTS

Theory, 1 Four Sections

8:30- 9:30 Wednesday
11:00-12:00 Wednesday
10:00-11:00 Saturday
2:00- 3:00 Saturday

Harmony, I Two Sections

10:00-11:00 Wednesday
4:00- 5:00 Thursday

Harmony, II Two Sections

1:00- 2:00 Tuesday
8:30- 9:30 Friday

Harmony, III One Section

4:00- 5:00 Tuesday

Musical History At the College Auditorium

4:00- 5:00 Friday

Orchestra

4:00- 5:00 Wednesday

SCHEDULE OF CLASSES FOR 1916-17 College of Liberal Arts

	TUESDAY	WED'DAY	THURS'Y	FRIDAY	SATURD'Y
8:30-9:30	Hist, I Math, II Eng, II Lat, A Fr, A	Math, A Astron, I Edu, II Fr, III Sp, III Eng, VII	Hist, I Math, II Eng, II Lat, A Fr, A	Math, A Astron, I Edu, II Fr, III Eng, VII	Hist, I Math, II Eng, II Lat, A Fr, A
9:30-10:30	Chapel				
10:00-11:00	Gk, A Eng, IA Edu, IB Math, III Edu, III Ger, A	Hist, II Math, I Sp, A Ger, IV Geol, I	Gk, A Eng, IA Edu, IB Math, III Edu, III Ger, A	Hist, II Math, I Sp, A Ger, IV Geol, I	Gk, A Eng, IA Edu, IB Math, III Edu, III Ger, A
11:00-12:00	Hist, II Math, I Sp, A Ger, IV Geol, I Eng, VII	Edu, IA Eng, IB Ger, II Math, IV Sp, II	Lat, I Eng, IX	Edu, IA Eng, IB Ger, II Math, IV Sp, II	Edu, IA Eng, IB Ger, II Math, IV Sp, II
Lunch					
1:00-2:00	Bible, I Ger, I Sp, I Eng, IV Grk, B	Chem, II Eng, IX Fr, II Lat, IV Fr, I	Bible, I Ger, I Sp, I Eng, IV Grk, B	Chem, II Eng, IX Fr, II Lat, IV Fr, I	Bible, I Ger, I Sp, I Eng, IV Grk, B
2:00-3:00	Edu, IV Eng, X Sp, IV Bot, I Chem, I Lat, II Hist, IV	Edu, II Bot, I Edu, II Bot, I Eng, X Sp, IV	Chem, I Edu, IV Chem, I Lat, II Hist, IV	Chem, II Lat, I Eng, X Sp, IV Bot, I	Chem, II Eng, V Fr, II Lat, IV Fr, I Chem, I Lat, II Hist, IV

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ANNOUNCEMENTS

OF

TEXAS WOMAN'S COLLEGE

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**FORT WORTH, TEXAS
PRINTED FOR TEXAS WOMAN'S COLLEGE
1916**

Correspondence

All correspondence pertaining to requests for catalogues, loan fund, admission, advance standing and general information, should be addressed to Texas Woman's College.

Make all checks, money orders, etc., payable to Texas Woman's College.

College Calendar

1916.

Registration	September 15-16
Examinations for entrance and advanced standing	September 15-16
Formal opening exercises at 10 a. m.....	September 18
Thanksgiving Day	November 30
Christmas vacation begins at 4 p. m.....	December 21

1917.

College exercises begin at 8:30 a. m.....	January 2
Examinations for First Term.....	January 22-27
Examinations for entrance and to remove conditions	January 29
Second Term begins.....	January 30
Examinations for Second Term.....	May 28 to June 2
Commencement Sunday	June 3
Annual meeting of the Board of Trustees— 10 a. m.....	June 4
Reading contest for Rev. A. D. Porter Medal, 10 a. m.....	June 4
Art Exhibit and Household Economics Demonstration, 2 p. m.....	June 4
General Recital by Fine Arts Department, 8 p. m.....	June 4
Third Annual Commencement.....	June 4

Board of Trustees

Judge Ocie Speer, President.....	Fort Worth
P. G. Dedmon, Secretary.....	Fort Worth
Rev. H. D. Knickerbocker.....	Houston
Ben J. Tillar.....	Fort Worth
Judge I. H. Burney.....	Fort Worth
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W. F. White	Ben J. Tillar
P. G. Dedmon	W. C. Stripling

General Organization

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II. SCHOOL OF FINE ARTS.

III. SCHOOL OF HOUSEHOLD ECONOMICS.

IV. ACADEMY.

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H. A. BOAZ.....President
J. D. YOUNG.....Vice-President
E. D. JENNINGS.....Dean of the College
CARL VENTH.....Dean of the School of Fine Arts
MRS. J. W. DOWNS.....Dean of Women
MRS. J. H. SMITH.....Principal of the Academy
C. M. HOWARD.....Registrar

MRS. M. E. ANDERSON.....Secretary
MRS. M. C. GOODMAN.....Librarian
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H. A. BOAZ J. D. YOUNG E. D. JENNINGS

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Texas Woman's College, B.A.
INSTRUCTOR IN SCIENCE AND ENGLISH

MRS. J. W. DOWNS,
DEAN OF WOMEN.
INSTRUTOR IN RELIGIOUS PEDAGOGY.

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Honor graduate Conservatories Cologne and Brussels; pupil of Wieniawski and Hiller; founder of Venth College, Brooklyn; founder of Brooklyn Symphony Orchestra, and Director Fort Worth Symphony Orchestra.

DEAN OF THE SCHOOL OF FINE ARTS AND TEACHER OF VIOLIN, HARMONY, COMPOSITION, MUSICAL HISTORY, ENSEMBLE PLAYING.

ANDREW HEMPHILL,

Pupil of Jean de Reszke, Paris. Authorized exponent of the de Reszke Method.

TEACHER OF VOICE.

SAMUEL G. TRIMMER,

New England Conservatory; Honor Graduate of the American Institute of Applied Music; Student of Mme. Teresa Carreno of Berlin.

DIRECTOR PIANO DEPARTMENT.

MARION GRACE CASSELL,

Graduate pupil of Harold von Mickwitz. Exponent Leschetizky Method.

TEACHER OF PIANO.

GYPSY TED SULLIVAN,

Graduate and Postgraduate, Ward-Belmont; pupil of Lelia L. Wheeler and Chas. C. Washburn, Former Teacher of Cincinnati College of Music.

TEACHER OF VOICE.

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TEACHER OF PIANO.

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TEACHER OF PIANO.

MAMIE GROSS,

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TEACHER OF PIANO.

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TEACHER OF PIANO.

SMITH McCORKLE,

Pupil of Carl Venth.

TEACHER OF VIOLIN.

JESSIE MILLSAPPS,

Graduate of Curry School of Expression.

TEACHER OF EXPRESSION.

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EMMA P. CARR,

Graduate Chicago Art Institute; Art League, New York City; Special
Work in Cincinnati Art Academy; Pupil of Chase.

TEACHER OF ART

MABEL ELLEN STRICKLAND,

Graduate College of Industrial Arts, Denton; Student Columbia University.
PROFESSOR OF HOUSEHOLD ECONOMICS.

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Graduate of College of Industrial Arts.
INSTRUCTOR IN HOUSEHOLD ECONOMICS.

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Texas Woman's College, B.A.
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MARGARET BREWER,

Student in Texas Woman's College.
ASSISTANT IN SCIENCE.

MARION WITT,

Student in Texas Woman's College.
ASSISTANT IN HISTORY.

LENA MAE WILLIAMSON,

Student in Texas Woman's College.
ASSISTANT IN ENGLISH.

Texas Woman's College

FOUNDATION AND CONTROL.

The Texas Woman's College, the successor of Polytechnic College, was established by action of its Board of Trustees for the higher education of women, in harmony with the general educational plan of the Methodist Episcopal Church, South. It is the only exclusive Woman's College founded and controlled by the Methodists of Texas. The second year of its history has closed, and its enrollment of 321 young women has fully evidenced the need of such an institution and justified the wisdom of its foundation.

PURPOSE.

The Texas Woman's College stands for the full rounded education of young women. Such an education, we believe, embraces the training and development of the entire being—physical, intellectual and spiritual. The college is thoroughly organized and equipped to realize this triple training under all those influences that constitute genuine CHRISTIAN EDUCATION. The college covets its share in this great work for our times and race. It desires a part in the erection and establishment of forceful Christian ideals in the minds and hearts of young women so as to inspire them to the noblest and best living, both for society and the state, and for the family and the Church.

LOCATION.

Texas Woman's College is situated on a lofty and beautiful eminence, two and one-half miles east of the

city of Fort Worth, in the suburban city of Polytechnic. The site is healthful, retired and homelike. The town of Polytechnic has a population numbering about thirty-five hundred people. Its citizenship is orderly and religious.

The town enjoys excellent street car service to Fort Worth. It also has telephone connections, electric lights, gas, artesian water, and sewerage system.

Fort Worth is a city of about ninety-five thousand people. It is the most accessible school town in Texas, being reached by steam and electric railroad with one hundred and sixty-two passenger trains per day, and two interurban lines with cars running every thirty minutes each. The city is located in the center of the most fertile section and most densely populated portion of the state. Approximately two millions of people live within a radius of one hundred miles. Thus the college has a most excellent location.

BUILDINGS AND EQUIPMENT.

The physical plant of the college is one of the best in the state. It consists of five brick buildings and one stone building, heated from a central steam-heating station, connected with the city water and sewerage system, and equipped with electric lights. The **ADMINISTRATION BUILDING** is a stone structure of imposing proportions occupying a central position on the campus and conveniently located with reference to the dormitories. The first story is occupied by the Science Department; the second story contains the president and vice-president's office, the business office and bookstore, and the college recitation and lecture rooms; while on the third floor are located the auditorium, the library, and the society halls. The

auditorium and society halls are separated by movable partitions, so that when all are connected, the seating capacity is about 800. The library now contains more than 5,000 volumes, and is a large, commodious hall, affording ample opportunity for pleasant and profitable study and investigation.

The Physical Laboratory is furnished with heavy experiment tables, the regular equipment for first-year work, and large cases for the protection of costly and delicate instruments for the advanced work. Among these instruments, may be mentioned: Spectrometer, interferometer, comparater, bi-prisms, gratings, lenses, induction coil, galvanometers, resistance boxes, Wheatstone bridge, magnetometers, X-Ray machine, induction machine, and a splendid stereopticon with special curtain.

The Biological department is well equipped with specially constructed tables with locker drawers. It has eight Bausch and Lomb BH microscopes and one BB oil immersion, a microtone, paraffin bath, and other instruments of like character. The department possesses the most complete instrument made for projection work—a Bausch and Lomb Convertible Balopticon. This has stereopticon, microscopic and opaque methods of projection. A good nucleus for a museum is organized and a number of display cases are filled with illustrative botanical and zoological specimens.

The Chemical department is well provided with lockers and desks. It has a large assortment of chemicals and two imported balances. In addition to the recitation room, the general laboratory, and the store-room, there is a weighing-room for analytic work. The equipment is ample for the work outlined.

The Domestic Art laboratories are fitted up with the most modern cooking tables, provided with gas ranges and bakers, with scales and measures, and with large cutting tables and sewing machines.

The SCIENCE HALL is a two-story brick structure. Here are located the Academy and the studios of the departments of Art and Expression.

The Art studio is equipped with a large No. 7 Revelation Kiln, and with a suitable supply of casts for drawing. Each student is supplied with a locker for her art materials and china. The studio is further provided with a supply of accessories for still-life studies, such as antique vases, Indian pottery, and antique brass for composition work.

The Expression studio has been fully remodeled for all class work and private lessons.

The BOAZ-BENBROOK CONSERVATORY is a three-story brick structure south of the Administration Building. The first floor contains the studios of the various instructors in music. They are all provided with grand pianos, and all other necessary equipment. Young women who specialize in the fine arts occupy the second and third floors. The rooms for young women specializing in music are provided with pianos. This building is in charge of the college chaperon.

ANN WAGGONER HALL is the main and largest dormitory of the college. It is a large three-story brick building containing rooms for eighty-six young women, a reception hall, parlors, office of the Dean of Women, apartments for the professor in charge, the culinary department, and a large dining-room. This building is under the direct care and special supervision of Dean

E. D. Jennings and wife. Through the munificence of Mrs. Ann Waggoner, a wealthy member of the First Methodist Church of Fort Worth, this dormitory was, during the summer of 1913, enlarged and beautified.

MULKEY HALL is another large three-story brick dormitory. It has a capacity to accommodate one hundred girls. It contains a large reception room, apartments for the professor in charge, and a large number of specially prepared piano-practice rooms. In common with all the other dormitories, it is equipped with bathrooms, lavatories, and provided with running water, both hot and cold.

The GYMNASIUM is said to be one of the best for women to be found anywhere. It is a brick structure in connection with the heating plant. Its main floor is 60x80 feet in dimensions. It contains a basketball court, two bowling alleys, and other necessary equipment. In connection with the college athletics, several out-door tennis courts are maintained.

The COLLEGE CHURCH stands on the southwest corner of the campus. This church is under the very efficient pastorate of the Rev. Clovis Chappell. Here the young women of the college enjoy all the privileges of a thoroughly organized, wide-awake and progressive Christian church. The Epworth League, the Sunday school, all the missionary activities, the prayer meeting and positive personal evangelism are all available in practice and training for the young women.

ORGANIZATION.

The Texas Woman's College includes four distinct schools with separate faculties:

The College of Liberal Arts,
The School of the Fine Arts,
The School of the Household Economics,
The Academy.

CLASSIFICATION.

Class "A" standing has been granted to the Texas Woman's College by the General Board of Education of the Methodist Episcopal Church, South, the Texas State Department of Education and the University of Texas.

GOVERNMENT.

It is the ambition of the college to establish in the students those high standards and ideals of conduct that inspire them to lives of true helpfulness and genuine refinement. To this end we seek to place the emphasis of control, not upon outside authority, but upon the inner sense of responsibility and duty normally residing in each young woman. The college will, therefore, endeavor to surround young women with that atmosphere which will engender, encourage, and foster in them a sense of their own worthiness and dignity which they cannot afford to violate. We look upon college life as not a separate and distinct sort of existence, in which one is somehow preparing for another existence in the great work-a-day world, but we regard it, and we wish to induce our students to regard it, as a real section of life itself where habits of thought, work, and conduct are being formed that will cling to them through life and condition their future failures and successes. Thus, as a college, we wish our government to be such as shall develop self-government in our students, for this is the ideal of all governments.

LIBRARY.

In addition to our own library facilities, our students have the benefit of the large and well selected Carnegie Library of the city of Fort Worth. The library of the college is a large, airy hall, 32x100 feet, furnished in mission oak, and contains over 5000 volumes. Besides a large collection of general literature, there are dictionaries, encyclopedias, commentaries, and many works of special reference, including numerous magazines and periodicals.

BULLETIN.

“The Bulletin” is a quarterly publication appearing in June, September, December and March. Upon application any number will be mailed free. “The Bulletin” purposes to advertise the advantages of the Texas Woman’s College and to keep its friends and patrons in touch with its work and progress.

PHYSICAL TRAINING.

Regular exercises in physical training are maintained and required in the Gymnasium. This work is under the direction of a competent directress who seeks to give students the necessary instruction concerning the care of the body, and leads them in those exercises and practices that make for health and physical development. Each student should provide herself with suitable gymnasium costume for the work. Basketball, tennis, volley-ball and other courts are maintained for these delightful sports.

LOAN FUND.

There is at the disposal of the president, a loan fund to assist meritorious students in their efforts. Loans

will be made to worthy students at a reasonably low rate of interest. In every case a bankable note will be required.

SCHOLARSHIPS.

Several years ago the FIRST METHODIST CHURCH of Cleburne, Texas, gave \$1,000.00 to the Polytechnic College for the purpose of endowing a scholarship in the Academic department. This scholarship has been transferred to The Texas Woman's College. Appointments are made by the founder.

Two scholarships, known as the WYLIE SCHOLARSHIPS, entitle the holder to free tuition in the Academic and Art departments. The appointments are made by the founder, Mrs. R. K. Wylie, of Mineral Wells, Texas.

BEN J. TILLAR SCHOLARSHIPS. FOUNDATION AND PURPOSE.

FOUNDED: These scholarships were founded in 1914 by Mr. Ben J. Tillar, a public-spirited citizen of the city of Fort Worth, and a member of the Board of Trustees of TEXAS WOMAN'S COLLEGE.

PURPOSE: The purpose of the scholarships is to assist worthy young women to secure an education, who otherwise could not do so upon their own responsibilities and resources.

NUMBER: When the scholarships were founded, five were awarded annually, Mr. Tillar reserving the right to increase the number from time to time as he saw fit, and at present ten scholarships are awarded annually.

VALUE: The value of each of these scholarships is \$70.00, and is good only in the literary department for the current year from date of issue. However, these scholarships may be used in the department of Household Economics when, in the judgment of the Administrative Council, this course shall justify such change.

BENEFICIARIES: The scholarships will be awarded to young women 16 years of age or older, living in Texas, of good moral character, recommended by the superintendent of school and a resident pastor, as being worthy and deserving of assistance.

AWARD: The awarding of these scholarships will be vested in the hands of the Board of Trustees upon nomination by the Administrative Council of TEXAS WOMAN'S COLLEGE.

FORFEITURE: Beneficiaries will forfeit the right to these scholarships should they be guilty of conduct unbecoming a lady, or when, in the judgment of the Administrative Council their work is not up to the standard, due to neglect or indifference in preparation of same.

STUDENT ORGANIZATIONS.

There are two literary societies for college students connected with Texas Woman's College: The Susan M. Key and the Korosophian. These are in a flourishing condition, and are recognized as potent factors in the social and intellectual development of the student body. They have comfortable and suitably furnished halls. It is urged that every student connect herself with one or the other of these societies. Thus can she align herself with the living forces of college life.

Another society for academy students will be organized at the beginning of the session 1916-17. After the session of 1915-16 no preparatory students will be permitted to join a college literary society.

The BOARD OF PUBLICATION, consisting of two members from each of the four academic classes of the college, and two members each from the Academy, the School of Fine Arts, the School of Home Economics, and the faculty, will have in charge all student publications. An Illustrated Year-Book will be sustained. This enterprise is open to both students and faculty for the discussion of matters of vital interest to college life. Editors and managers are chosen by this board and are subject to its control.

Any organization in the department of the Fine Arts will be controlled by the director of that department.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

This organization, numbering nearly all students, aims to develop spiritual life and leadership among the young women of the college. In addition to the weekly devotional meetings, several committees work towards developing leadership in various phases of active Christian work.

During the first week of the session, the members of the Association assist the new students in every way possible to become happily adjusted to college life, and throughout the year strive to show that high ideals and a wholesome, happy social life go hand-in-hand.

Every young woman in the college is invited to become a member of the Association. The regular devotional meetings are held each Tuesday evening at seven o'clock.

GENERAL ADMISSION.**Time.**

Prompt registration is important and should be attended to according to the calendar. A fee of \$1.00 will be charged for examination and registration after the regular calendar dates.

Methods of Procedure.

An applicant for admission to any school or department will report to the registrar's office, fill in the data required for permanent record and obtain registration and matriculation cards. A new student must furnish testimonials of good character before she is entitled to matriculation, and, in case she comes from another college, she must present a certificate of honorable dismissal.

Prospective students are requested to write for blank certificates furnished by the college, and have them properly filled and certified by the superintendent or principal of the school from which they come. By sending these certificates to the college in advance, much delay and inconvenience to the student will be avoided in her classification.

The applicant will present herself with her registration card to the principal of the Academy, or to the director of the school of Fine Arts, or to the principal of the school of Household Economics, or to the committee on admission into the College, according to the school or schools she seeks to enter. By examinations or by proper credentials, her qualifications will be determined; and there will be entered on the registration card the courses desired for the term. The

student will then present the matriculation card and the properly certified registration card to the registrar.

These cards will be placed on file by the registrar, who will fill out individual enrollment cards for each subject to be pursued. These cards are sent to the respective instructors; and no one will be entitled to instruction in any class or department unless the proper card has been received.

A fee of \$1.00 will be charged for any change in course after the end of the first week of school.

GENERAL TERMS.

Students register for work by the term, and are charged accordingly for tuitions, fees and room rent. Board may be paid by the month in advance. These items of expense must be settled at the time of registration in a way satisfactory to the bursar's office.

Occasionally it is not convenient for patrons to pay cash in advance for the term's expense. In such cases bankable notes bearing interest at eight per cent will be accepted for a period of time not to exceed ninety days.

Free Tuitions.

Free literary tuition will be given to the daughters of all Methodist preachers in regular ministerial work or in the superannuate relation.

To young women preparing for the mission field, not under twenty years of age and recommended by a quarterly conference, free literary tuitions granted; provided they sign notes for their tuitions, which notes become null and void if they enter the mission field within two years after leaving Texas Woman's College. In case such students do not enter the mission field, they

are under contract with Texas Woman's College to refund the amount of such tuition as may have been given them by the college.

Honor Scholarships.

The college offers a scholarship annually to the best student among the young women of the graduating class of each affiliated high school, provided she takes full freshman work in the year immediately following graduation.

The first honor member of the freshman class will receive a free scholarship for the sophomore year. However, the candidate must do full freshman work and no grade must fall below C.

NOTE.—The college reserves the right to revoke any scholarship, if the work and conduct of the student are not satisfactory.

NOTE.—Scholarships do not cover laboratory and term fees. They are not transferable and should be presented when college bills are being paid.

Refunds and Due Bills.

Literary tuition will be refunded only when permanent absence is made necessary by protracted illness, injury or death in the immediate family. In case of absence, necessary but not permanent, a due-bill will be given for the amount of the unused tuition, and this due-bill will be accepted at face value in settlement of future accounts against the holder or any member of the immediate family; provided it is presented within a year and applied to tuition in the same school from which it was issued.

No refund or due-bill on account of literary tuition will be allowed for less than four weeks, and all applications must be accompanied by satisfactory certificate and data.

No money will be refunded nor due-bills given to

students who leave school without permission from the proper authorities, or who are dismissed on account of conduct or poor work.

Nurse fees and laboratory fees per term are not refunded, nor will there be any refund on account of change in course or of dropping practice or study after the term work has commenced.

To secure a room in any of the dormitories a deposit of \$5.00 is required. This amount is credited on room rent at the opening of the term, and if made before August 1st will have a credit value of \$10.00 on first term room rent. This deposit may be withdrawn before September 1st.

EXPENSES.

The school year of nine months is divided into two terms of eighteen weeks each. The expenses per term are as follows:

Literary Tuition.

College of Liberal Arts.....	\$35.00
Academy	30.00

NOTE.—Students who take more than sixteen (16) hours will be charged \$2.00 for each additional hour.

Fine Arts Tuition.

Pianoforte, Director	\$90.00
Pianoforte, Miss Cassell.....	60.00
Pianoforte, Miss Matthews.....	32.50
Pianoforte, Mrs. Carl Venth.....	36.00
Pianoforte, Miss Gross.....	35.00
Pianoforte, Blanche Whitenach.....	30.00
Violin, Mr. Venth.....	72.00
Violin, Mr. McCorkle.....	32.50
Voice, Mr. Hemphill.....	72.00
Voice, Miss Sullivan.....	36.00

Harmony, class lessons of one hour per week.....	10.00
Harmony or Composition, private lessons ($\frac{1}{2}$ hr. per week)	36.00
Coaching, private lessons ($\frac{1}{2}$ hr. per week).....	40.00
Ensemble, half hour per week.....	20.00
Theory, class lessons of one hour per week.....	5.00
Musical History, class lecture.....	4.00
Expression, Miss Millsapps, private lessons.....	40.00
Expression, Miss Millsapps, class lessons.....	15.00
Art, Miss Carr.....	40.00
China Painting, Miss Carr.....	40.00
China Painting, private lessons, each.....	1.25
History of Art for students not taking other Art courses	5.00

NOTE.—Students in the School of Fine Arts will be required to pay only fifty per cent (50%) of the literary tuition, provided they take no more than six hours, or seventy-five per cent (75%) for no more than nine hours of literary work.

Piano Rent.

Practice, (1 hour per day).....	\$ 5.00
Practice, (2 hours per day).....	9.00
Practice, (3 hours per day).....	13.00
Practice, (4 hours per day).....	17.00
Practice, (5 hours per day).....	21.00
Piano in private room (one girl), full time.....	35.00
Piano in private room (two girls), each.....	17.50

Household Economics.

Domestic Arts Tuition.....	\$18.00
Domestic Science Tuition.....	18.00
Domestic Science Material Fee.....	5.00

NOTE.—Students in the School of Household Economics will be required to pay only fifty per cent (50%) of the literary tuition, provided they take no more than six hours, or seventy-five per cent (75%) for no more than nine hours of literary work.

Fees.

Registration	\$ 7.50
Change in Course.....	1.00
Damage Deposit, required of all.....	3.00

Chemical Laboratory	\$ 5.00
Physical Laboratory	4.00
Biological Laboratory	4.00
Education VI (fees to be announced later)	
Psychological Laboratory	1.00
Public Speaking I.....	3.00
Diploma	10.00
Certificate	5.00
Nurse, boarding students.....	3.00

NOTE.—Registration fee is required of all literary and boarding students; others are charged \$2.50 per term.

Room Rent.

In all dormitories, according to location, \$18.00 to \$32.50 per term.

NOTE.—Students desiring single beds will pay \$2.50 per term in addition to above prices.

Board.

Per term, in advance.....	\$70.00
Per month, in advance.....	16.00

No person is authorized to make terms other than specified in this catalogue. All settlements will be held strictly to the published list.

NOTE.—Should any changes occur in the faculty or in the fees for 1916-17, they will be published in the June Bulletin.

NOTE.—A reduction of 5% will be allowed on board paid by the term in advance for two or more students enrolled from the same family.

Absences.

Attendance at chapel services is required of all students, except resident students who do not have work before 11:00 a. m.

A student who has been absent from any regular examination and has satisfied the Dean that her absence was due to serious illness or other unavoidable hindrance, is entitled to another opportunity at the term examination following. By permission of the

executive committee, a student may obtain a more immediate examination, to be given at the convenience of the instructor concerned, if the committee feels that such is demanded by the nature of the case.

A student is graded "0" when absent from a recitation or quiz without excuse. **Three unexcused absences per term will result in suspension from the course.**

A student is graded "F" when absent from a recitation or quiz with excuse; but such grade may be removed by any method satisfactory to the Dean and to the professor in charge.

Absence from any exercise, chapel or class, will be excused only for **urgent** reasons, and satisfactory evidence must be **promptly** given to the dean.

Students may be dismissed permanently from any class for neglect of work or other causes, when such action is recommended by the professor in charge and approved by the executive committee.

Letters of honorable dismissal will not be given to students who leave college before the close of the term, without satisfactory explanation to the Dean.

Students who are not doing satisfactory work in any course for which they are registered, will not be permitted to take part in any exercise not a part of their school work. Those in charge of such exercises must give a list of participants to the executive committee for their approval at least one week before the exercise is to take place.

College of Liberal Arts

Officers and Standing Committees.

H. A. BOAZ.....	President
J. D. YOUNG.....	Vice-President
E. D. JENNINGS.....	Dean
CHARLES F. WEBB.....	Secretary of the Faculty

Admission and Advanced Standing Committee.

John B. Bishop	Miss Mabel Hare	Miss Lena Rogan
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Executive Committee.

John D. Boon	C. M. Howard	Miss Mabel Hare
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Library Committee.

C. F. Webb	C. M. Howard	Mrs. Charles S. Taylor
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NOTE.—The President, Vice-President and Dean of the College are ex-officio members of Standing Committees.

FACULTY.

HIRAM A. BOAZ, B.S., M.A., D.D.,
President.

Professor of History and Sociology.

E. D. JENNINGS, B.A., M.A.,
Dean of the College.

Professor of Education.

JOHN B. BISHOP, B.A., M.A.,
Professor of Latin and Greek.

JOHN D. BOON, B.S.,
Professor of Science.

CHARLES F. WEBB, Ph.B.,
Professor of German.

C. M. HOWARD, B.S., E.M.,
Professor of Mathematics.

MRS. CHARLES S. TAYLOR, B.A.,
Professor of English.

MABEL HARE, M.A.,
Professor of Romance Languages.

LENA ROGAN, B.A.,
Professor of History and Sociology.

GRACE DUNCAN, B.A.,
Instructor in Science and English.

MRS. J. W. DOWNS,
Dean of Women.

Instructor in Religious Pedagogy.

ADMISSION TO COLLEGE.

If the applicant seeks admission to the college she will present herself, after obtaining the proper cards, to the committee on admission, who will determine by examination or by certificate of scholarship presented, the proper classification of the applicant. The list of studies she wishes to pursue will be taken to the Dean for approval. The approval list of studies and credits will be filed with the registrar as soon as secured.

No credit will be given for any study for which the student has not registered.

A study once begun cannot be dropped, nor can other work be taken up without the written consent of the Dean, and the same must be filed with the registrar.

EXAMINATIONS FOR ENTRANCE.

All applicants for entrance presenting themselves without acceptable certificates of scholarship are required to pass a written examination on all subjects leading up to the rank or class they desire to enter. The regular entrance examinations are held on the first two registration days of each term (see College Calendar). Special entrance examinations will not be granted except for sufficient reasons, and a fee of one dollar will be charged.

CREDIT ON TEACHER'S CERTIFICATES.

Applicants holding first-grade state teacher's certificates will receive credit for eight units: three in english, one and one-half in algebra, one in plane geometry, one in ancient history, one in mediaeval and modern history and one-half in civics. Those who hold

permanent state teacher's certificates will receive credit for twelve units: three in english, one and one-half in algebra, one in plane geometry, one-half in solid geometry, one-half in trigonometry, one in ancient history, one in mediaeval and modern history, one-half in civics and four without specifications of subjects.

CERTIFICATES—AFFILIATED SCHOOLS.

Graduates of fully affiliated high schools and academies will be admitted to freshman rank without examination upon the presentation of certificates showing that the requirements for entrance have been met; those from partially affiliated schools will be given credit on the presentation of the proper certificates in those subjects that have been affiliated.

All certificates from affiliated schools must show in detail time spent, subjects covered and grades made, and must be signed by principal, superintendent or president.

Whether a student enters by examination or certificate, she is not given full standing until she has shown, by doing satisfactory work, that she is able to pursue a college course with success.

A student admitted later than two weeks after the beginning of the term will be required to pass an examination on the work already accomplished by the classes she wishes to enter.

ADVANCED STANDING.

Advanced standing may be attained for work done in another approved college by examination or on the presentation of satisfactory testimonials of scholarship; but no degree will be conferred without a residence of at least one year at the college.

REQUIREMENTS FOR ADMISSION.

The quantity and quality of work required for entrance are measured by units. Students are admitted to the college as: full freshmen, conditioned freshmen or special students.

FULL FRESHMAN.

For admission as full freshman the student must present fourteen (14) units, of which three (3) must be in English, one and one-half ($1\frac{1}{2}$) in algebra, one (1) in plane geometry, one (1) in general history or ancient history. In addition to these the candidate must present three (3) units in one foreign language, or two (2) units in each of two foreign languages.

The candidate must either be a graduate of an affiliated high school or must include among the fourteen units presented, besides the three units in English, (a) four units in one subject, or (b) three units in each of two subjects or (c) three units in one subject and two units in each of two subjects.

Elective.

Besides the prescribed subjects the candidate must present four and one-half or three and one-half units from the following list of electives:

English	1 unit
Mediaeval and Modern History.....	1 unit
American History or	
American History and Civics.....	1 unit
English History	1 unit
Solid Geometry	$\frac{1}{2}$ unit
Plane Trigonometry	$\frac{1}{2}$ unit
Latin	3 or 4 units
Greek	2 or 3 units
German	2 or 3 units
French	2 or 3 units

Spanish	2 or 3 units
Psychography	$\frac{1}{2}$ unit
Psychology and Hygiene.....	$\frac{1}{2}$ unit
Physics	1 unit
Chemistry	1 unit
Biology	1 unit
Agriculture	$\frac{1}{2}$ or 1 unit
Bookkeeping	$\frac{1}{2}$ unit
One year in Domestic Science or Art..	$\frac{1}{2}$ unit
Two years in Domestic Science	
or Art	1 unit
Drawing	$\frac{1}{2}$ or 1 unit
Stenography and Typewriting.....	1 unit

Only four units in history will be allowed, and two in vocational subjects.

Units applied to entrance cannot be counted for collegiate credits, neither can an entrance examination be taken on a subject completed in college.

An excess of units on entrance may be counted for collegiate credit, provided the work is accepted by the department or departments concerned and the committee on advanced standing as equivalent to the work done in college, and the subject is pursued with credit for at least one year in the college.

CONDITIONED FRESHMEN.

Students who cannot enter as FULL FRESHMEN may be rated as conditioned freshmen; provided they offer not less than twelve (12) units for entrance, of which three (3) units must be in English, two and one-half ($2\frac{1}{2}$) in mathematics, one (1) in history; provided, also, they take not less than eight (8) hours in work to be counted for college credit.

SPECIAL STUDENTS.

Students who cannot satisfy the minimum of entrance units required of candidates for degrees may be admitted as SPECIAL STUDENTS, provided they are twenty-one years of age and satisfy the requirements in English and history, and offer not less than one (1) additional unit in other subjects.

EXPLANATION OF UNIT VALUES.

The board of education of the Methodist Episcopal Church, South, has adopted for work done in secondary schools the standard of measurement now generally accepted by first-class colleges and universities. In 1909 the National Conference Committee on Standards of Colleges and Secondary Schools recommended the following definition of a unit: "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work."

It is assumed that the length of the school year is not less than thirty-six (36) weeks, that the study is pursued for four (4) or five (5) periods a week, and that a period is from forty (40) to sixty (60) minutes in length. Two (2) hours of laboratory work are regarded as equivalent to one (1) hour of prepared work.

ENGLISH.

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted for the years 1915 to 1919:

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence and appreciation.

1. **English Grammar and Composition.**—The first object

requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs and the different kinds of whole composition, including letter writing, should be thoroughly mastered; and practice in composition should extend throughout the secondary school period. Written exercises may well comprise narration, description, easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

2. Literature.—The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

(a) **Reading.**—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units are to be selected, two from each group:

1. **The Old Testament**, comprising at least the chief narrative episodes of Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the book of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad with omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid. The Odyssey, Iliad, and Aeneid should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's Merchant of Venice, Midsummer Night's Dream, As You Like It, Twelfth Night, Henry V., Julius Caesar, The Tempest, Romeo and Juliet, King John, Richard II, Richard III, Coriolanus, Macbeth, Hamlet.

III. George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe, or Scott's Quentin Durward; Dickens' Tale of Two Cities; Stevenson's Treasure Island; Swift's Gulliver's Travels; Cooper's Last of the Mohicans; Defoe's Robinson Crusoe, Part 1; Hawthorne's House of the Seven Gables, Twice-Told Tales, or Mosses from an Old Manse; Thackeray's Novels, any one; Mrs. Gaskell's Cranford; Malory's Morte d'Arthur; Bunyan's Pilgrim's Progress, Part I; Frances Burney's Evelina; Jane Austen's Novels, any one; Maria Edgeworth's Castle Rackrent or The Absentee; Kingsley's Westward Ho! or Hereward the Wake; Reade's The Cloister and the Hearth; Blackmore's Lorna Doone; Hughes' Tom Brown's School Days; Poe's Selected Tales; A Collection of Short Stories by Various Writers.

IV. Sir Roger De Coverley Papers or Selections from The Tatler and The Spectator; Franklin's Autobiography; Irving's Sketch Book, or Life of Goldsmith; Macaulay's Essays on Lord Clive, Warren Hastings, Milton, Addison or Goldsmith; Thackeray's English Humorists; Selections from Lincoln's Addresses and Letters; Lamb's Selection from the Essays of Elia; Ruskin's Sesame and Lilies; Parkman's Oregon Trail; Thoreau's Walden; Huxley's Autobiography and extracts from Lay Sermons; Stevenson's Inland Voyage and Travels with a Donkey; Boswell's Life of Johnson; Southey's Life of Nelson; Lockhart's Life of Scott; Trevelyan's Life of Macaulay;

Dana's *Two Years Before the Mast*; Lowell's *Selected Essays*, Holmes' *The Autocrat of the Breakfast Table*; *Essays* by Bacon, Lamb, DeQuincey, Emerson, etc.; *Letters* by Various Writers.

V. Goldsmith's *Deserted Village* and *The Traveler*; Coleridge's *Ancient Mariner*, *Christabel* and *Kubla Khan*; Scott's *Lady of the Lake*; Macaulay's *Lays of Ancient Rome*, *The Battle of Nasby*, *The Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Select Poems*; Arnold's *Sohrab and Rustum* and *The Forsaken Merman*; Byron's *Childe Harold*, *Canto III* or *IV*, and *Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Books II and III; Pope's *The Rape of the Lock*; *English and Scottish Ballads*; *Selections from American Poetry*; Palgrave's *Golden Treasury* (First Series), Book IV (if not chosen for study).

(b) **Study.**—This part of the requirements is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases and the understanding of allusions. For this close reading is provided, one from each of the following groups:

I. Shakespeare's *Julius Caesar*, *Macbeth* or *Hamlet*.

II. Milton's *L'Allegro*, *II Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, the *Holy Grail* and *The Passing of Arthur*; Palgrave's *Golden Treasury* (First Series), Book IV.

III. Burke's *Conciliation with America*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Two Speeches on Copyright* and Lincoln's *Speech at Cooper Union*.

IV. Carlyle's *Essay on Burns*, with a selection from Burns' poems; Macaulay's *Life of Johnson*; Emerson's *Essays on Manners*.

Examination.—However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling or other essentials of good usage.

The examination will be divided into two parts, one of

which may be taken as a preliminary and the other as a final.

The first part of the examination will be upon ten units chosen, in accordance with the plan described earlier, from the lists headed reading; and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which will involve such knowledge and appreciation of plot, character-development and other qualities of style and treatment as may be fairly expected of girls. In grammar and rhetoric the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the last headed study. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subject will be drawn from the books prescribed for study, from the candidate's other studies and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her selections. The test on the books prescribed for study will consist of questions upon their content, form and structure, and upon the meaning of such words, phrases and allusions as may be necessary to the understanding of the works and an appreciation of their salient qualities, the lives of the authors, their other works and the periods of literary history to which they belong.

*Each unit is set off in semicolons.

MATHEMATICS.

1. Algebra to Quadratics.—One unit.

The four fundamental operations for rational algebraic expressions; factoring, determination of highest common fac-

tors and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and numbers; exponents, including the fractional and negative.

II. Algebra through Quadratic Equations, Binominal Theorem, Progressions, etc.—One-half unit.

Simple cases of equations with one or more unknown quantities that can be solved by the method of linear or quadratic equations; problems depending upon quadratic equations; the binominal theorem for positive integral exponents; the formulas for n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

III. Plane Geometry.—One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of their circle; the solution of numerous original exercises, including loci problems; application to the mensuration of the line and plane surfaces.

IV. Solid Geometry.—One-half unit.

The usual theorems and construction of good text-books, including the relations of planes and lines in space; the properties and measurement of prisms, cylinder and cones; the sphere and the spherical triangle; the solution of numerous original exercises, including loci problems; applications to the mensuration of the surfaces and solids.

V. Trigonometry.—One-half unit.

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles; proofs of principal formulas, in particular for the sine, cosine and tangent of the sum and the difference of two angles of the double angle and the half angle; the product expressions for the sum of the difference of two sines or of two cosines, etc.; the trans-

formation of trigonometric expressions by means of these formulas; solution of trigonometric equations of a simple character; theory and use of logarithms (without the introduction of work involving infinite series); the solution of right and oblique triangles, and practical applications, including the solution of right spherical triangles.

LATIN.

I. Grammar and Composition.—One unit.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Translation into easy Latin of detached sentences and very easy continuous prose based upon Caesar and Cicero.

II. Caesar.—One unit.

Any four books of the Gallic War.

III. Cicero.—One unit.

Any six orations from the following lists or equivalents; the four orations against Catiline, Archias, The Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

IV. Virgil.—One unit.

The first six books of the Aeneid and so much prosody as relates to accent, versification in general and dactylic hexameter; equivalent to Sallust, Ovid and other Latin authors may be offered in place of the reading indicated above. In connection with all of the reading there should be constant practice in sight translation and in prose composition.

GREEK.

I. Grammar and Composition.—One unit.

The common forms, idioms and constructions, and the general grammatical principles of Attic Greek prose. Translation into Greek of detached sentences and very easy continuous prose, based upon the Anabasis.

II. Xenophon.—One unit.

The first four books of the *Anabasis*.

III. Homer.—One unit.

The first three books of the *Iliad* (omitting II, 494-end) and the Homeric constructions, forms and prosody. In connection with the reading in Greek there should be constant practice in sight translation and in prose composition.

GERMAN.**I. Elementary.**—Two units.

During the first year the work should comprise careful drill upon pronunciation; the memorizing and frequent repetition of easy colloquial sentences; drill upon the rudiments of grammar, that is, upon the inflection of the articles, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the model auxiliaries, and the elementary rules of syntax and word-order; abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise the reading of from 150 to 200 pages of literature in the form of easy stories and plays; accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

II. Intermediate.—One unit.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive) and likewise upon word-order and word-formation.

FRENCH.**I. Elementary.—Two units.**

During the first year the work should comprise careful drill in pronunciation; the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles and pronouns; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentences and the elementary rules of syntax; abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; writing French from dictation and drill in pronunciation.

During the second year the work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; constant practice, as in the previous year, in translating into French easy variations upon the texts read; frequent abstracts, sometimes oral, sometimes written, of portions of the text already read; writing French from dictation; continued drill upon the rudiments of grammar, with constant application in the construction of sentences; mastery of the forms and use of pronoun, pronominal adjectives, or all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

II. Intermediate.—One unit.

This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation and drill in pronunciation.

SPANISH.

During the first year the work should comprise careful drill in pronunciation; the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs; the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; exercises containing illustrations of the principles of grammar; the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations from sentences read; writing Spanish from dictation.

During the second year the work should comprise the reading of from 250 to 400 pages of modern prose from different authors; practice in translating Spanish into English, and English variations of the text into Spanish; continued study of the elements of grammar and syntax; mastery of all but the rare irregular verb forms and the simpler uses of the modes and tenses; writing Spanish from dictation; memorizing of easy short poems.

HISTORY.

Preparation in history will be given credit upon the basis of time devoted to the study of each branch of the subject, rather than upon the amount of ground covered. The training in history should require comparison and the use of judgment on the pupil's part, rather than the mere use of memory. The use of good text-books, collateral reading, practice in writing and accurate geographical knowledge are essential.

1. **American History** (Civics may be a part of the course).—One unit.

II. **General History or Ancient History.**—One unit.

III. **Mediaeval and Modern History.**—One unit.

IV. **English History.**—One unit.

SCIENCE.

I. **Botany.**—One unit.

The preparation in Botany should include a careful study of the following divisions of the subject: Anatomy and morphology; physiology; ecology; the natural history of the plant groups and classifications. Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. Stress should be laid upon diagrammatically accurate drawing and precise expressive description.

II. **Chemistry.**—One unit.

The preparation in Chemistry should include individual laboratory work, comprising at least forty exercises selected from a list of sixty or more; instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of at least one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary Chemistry.

III. **Physics.**—One unit.

The preparation in Physics should be conducted upon the general plan suggested for the work in Chemistry.

IV. **Physiography.**—One unit.

The preparation in Physiography should include the study of at least one of the modern text-books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

V. **Physiology.**—One unit.

The preparation in Physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion and respiration; the motor, nervous and sensory functions; and the structure of the various organs by which these opera-

tions are performed. A note book with a careful outline drawing of the chief structures studied anatomically, together with explanations of these drawings, and the study of a good text-book, are essential.

VI. **Zoology.**—One unit.

A full year's course in Zoology should include the study of the following topics:

(1) The general natural history—including general external structure in relation to adaptations, life histories, geographical range, relation to other plants and animals and economic relations—of common vertebrates and invertebrates so far as representatives of these groups are obtainable in the locality where the course is given.

(2) The classification of animals into phylae and leading classes (except the modern subdivision of the worms) and the great characteristics of these groups; in the case of insects and vertebrates, the characteristics of the prominent orders. The teaching of classification should be by practical work, so as to train pupils to recognize animals and to point out the chief taxonomic characteristics. The meaning of species, genera and larger groups should be developed by constructive practical work with representatives of insect or vertebrate orders.

(3) The general plan of external and internal structure, not the anatomical minutiae, of one vertebrate (preferably frog or fish) in general comparison with human body; an arthropod (preferably a decapod); an annelid (earth worm or *Nereis*), a coelenterate (hydroid, hydra or sea-anemone); a protozoon (a ciliate) and amoeba when possible. In place of any of the above types not locally available, there may be substituted a second vertebrate, an insect, a mollusk or an echinoderm.

(4) (a) The general physiology of above types. (b) Comparison with the general life-processes in animals and plants.

(5) The very general features of a sexual reproduction of a protozoon (preferably *Pharmacia*); alternation of generations in hydroids; reproduction and regeneration of

hydra; the very general external features of embryological development in a fish or frog.

(6) The prominent evidences of relationship, suggesting evolution, within such groups as the decapods, the insects and the vertebrates, should be demonstrated. A few facts indicating the struggle for existence, adaptation to environment, variations of individuals and man's selective influence should be pointed out; the factors of evolution and the discussion of its theories not to be attempted.

A note book with carefully labeled outline drawings of the chief structures studied anatomically (Section 3), and the drawings mentioned under natural history (Section 1), with notes on demonstrations and in explanation of drawings is essential.

REQUIREMENTS FOR GRADUATION.

The Bachelor of Arts (B. A.) Degree is offered.

The work required is measured by the session hour; this means one class-room hour per week throughout the scholastic year. The total of work required is sixty (60) session hours. Some of the work is prescribed; the other, elective. Prescribed work must have precedence over the elective.

Without the consent of the Dean of the college, no student may take more than sixteen (16), or less than twelve (12), session hours per week.

PREScribed WORK.

English	6 hours	Bible	3 hours
Mathematics	3 hours	*Science	6 hours
Foreign Language.....	9 hours	Philosophy	1½ hours
		**History	6 hours

Nine (9) hours is the maximum count allowed to electives offered in Education.

All candidates for graduation must present the minimum of fifteen (15) hours in advanced courses. Advanced courses are those open in general to juniors or seniors.

Those wishing to take a degree must file a written application with the Executive Committee at the beginning of the first term of the year in which the degree is sought and deposit with the registrar, not later than March 1, diploma fee of \$10.00.

*Three hours of laboratory science must be presented.

**Three hours of advanced work in history must be presented.

Class Rank.

Students, other than special students, are rated as freshmen, sophomores, juniors and seniors. They are freshmen until the completion of fifteen session hours in college work; then, sophomores until the completion of thirty session hours; then, juniors until the completion of forty-five session hours; then, seniors until graduation.

NOTE.—All sub-freshmen deficiencies must be absolved before sophomore rank can be attained.

Grades and Examinations.

Grades are given by the term; however, no grade for a term will count towards a degree until all the work for the study has been successfully passed. Students are graded on their class work and on examinations. Class grade shall count as two-thirds and examination grade as one-third of term grade. No student making below "D" on examination will be given a passing grade in that subject.

Examinations are held during the last week of each term. The instructors may give as many unannounced written quizzes as the class work seems to demand. In grading examination and quiz papers, the English used will be considered.

The students who pass are divided into four groups: Grade A, denoting excellent standing; B, good; C,

fair; D, passable. Those failing to pass are divided into two groups: Grade E, conditioned; grade F, failure. Those graded E may have a chance for a second examination not sooner than three months and not later than one year; those graded F will have to take the study over again to get credit. (See College Calendar for schedule of examinations to remove conditions.) In order to be eligible to a second examination, the student must give evidence that she has done additional work in the study, must give at least a week's notice and secure the consent of the instructor concerned and that of the committee on advanced standing.

Not more than 15 hours with grade D will be counted towards graduation, and the average of the junior and senior years must not fall below C.

A course, passed with the grade D, will not be recommended to another institution for credit, unless a subsequent course in the same department has been passed with a more creditable grade.

Students who intend to do graduate work on the completion of their college course, must properly correlate their subjects; and they will not be recommended unless they pass with an average grade of at least C in all courses leading to and required for the desired work.

Honors.

Students attaining a grade of A in any study for the year will be announced on Commencement Day for honors in that subject.

The first honor member of the freshman class will be granted a scholarship for the sophomore year. However, the candidate must do full freshman work, and no subject must fall below C.

Graduate Honors.

Special honors based upon scholarship will be given on graduation. These are given in two grades of distinction and are open to seniors who have not fallen below grade C in any study.

High honors in any department are awarded to those who complete nine session hours in that department, five hours in kindred work, and who submit a thesis indicating individual research work in addition to requirements, all work of grade A; honors, on the completion of the work as above, with no grade less than B and the major part of the work with grade A.

Honors are awarded to those who have attained not less than grade B in fifty-four (54) session hours; high honors to those who have attained grade A in thirty (30) session hours and who offer no grade less than B. These distinctions are stated in the diplomas.

The scholarship medal will be awarded to the senior making the highest general average; provided, she has attended Texas Woman's College not less than two scholastic years.

Students, who have done a portion of their work in other colleges, are eligible to special honors on graduation; provided, they furnish satisfactory evidences of scholarship.

Course of Study

ASTRONOMY.

Professor Howard.

I. Descriptive Astronomy.—This course will be an elementary descriptive course in general astronomy. The necessary mathematics for an understanding of the work will be presented in the course. Second term (1) W., F., 8:30-9:30.

BIBLE.

Professor Rogan.

I. (a) Life of Christ.—Course based on an analytical study of the four Gospels. (a) May be taken without (b).

(b) Life and Letters of Paul.—An outline study of the Pauline Epistles. (b) May be taken without (a). (3) T., T., S., 1-2.

BOTANY I.

This is an elementary course. The work consists of laboratory study of fresh and preserved material, recorded in notes and drawings, and supplemented by reading. It is designed to make the student familiar with the more common representatives, and to give him a general knowledge of the groups as a whole and of their scientific and economic importance.

(a) Seed Plants.—A study of the vegetative organs and reproductive processes of conifers and flowering plants. A comparison of various types of flower with reference to their significance in the theory of relationships. I. Conifers; pine.

II. Flowering plants: (1) Monocotyledons; lily, grass, etc. (2) Dicotyledons: anemone mint, sunflower, etc.

(b) Bryophytes and Pteridophytes.—A consideration of representative forms of mosses, ferns, and allied groups. I. Bryophytes: (1) Liverworts. (2) Mosses. II. Pteridophytes: (1) Ferns. (2) Scouring rushes, or horse tails. (3) Club mosses.

(c). Algae and Fungi.—A study of representative forms of the principal groups. I. Algae. (1) An introductory study

of the structure of the plant cell. (2) Bluegreen algae. (3) Green algae; brook silks and desmids, water net, green felt, etc. (4) Diatoms. (5) Brown algae or rock weeds and kelps. (6) Red algae or red sea weeds. II. Fungi. (1) Bacteria. (2) Phycomycetes: white rust, black mold. (3) Sac fungi; Yeast, downy mildew, blue mold, cup fungi. (4) Lichens. (5) Smuts and rusts. (6) Palisade fungi: mushrooms, puff balls. (3) T., 2-3; W., 2-4; F., 3-4.

CHEMISTRY.

Professor Boon.

I. (a) **General Chemistry.**—The course offered here includes the most important laws in chemical action as well as the properties of the elements. The instruction is given by quizzes, lectures and demonstration. Laboratory work must be recorded in a note and handed in for inspection. Each student is supplied with locker and apparatus needed for doing good work.

(b) **Household Chemistry.**—This course will follow (a) and will deal with the practical application of chemistry in the testing of foods and other articles of household use. (3) T. S., 3-5; Th., 2-4.

II. (a) **Theoretical Chemistry.**—This course will deal with the laws that govern chemical action and will prepare the student for chemical analysis. Special attention will be given to the theory of ionization. Open to Freshmen or Sophomores.

(b) **Domestic and Sanitary Chemistry.**—This course is a continuation of course I (b) and is devoted to the study of food values, adulterations, etc. (3) W., 1-2; F., 1-3; S., 2-3.

EDUCATION.

Professors Jennings and Rogan and Mrs. Downs.

The work in Education is designed to give professional training to students preparing to teach. Graduates, who complete four full courses (12 hours) in Education, will receive a teacher's life certificate from the State Department of Education. Regular students who complete five full liberal arts

courses, one being in Education, will receive a four years' first grade state teacher's certificate.

I. (a) **Elements of Psychology and Principles of Teaching.**—A study of scientific method in teaching; an effort to discover and to apply the fundamental laws of the teaching process. Text-books; readings; thesis.

(b) **School Management.**—A study of the daily practical questions and the principles underlying management, discipline and instruction in school; devices of management measured by these principles; relation of the teachers to students and to patrons. The important portion of the school laws of Texas will be studied. Text-book used as guide; collateral readings; brief papers and reports.

Open to full freshmen, to mature conditioned freshmen offering twelve units and to certain special students of mature age. But no student presenting less than twelve entrance units will be recommended for a Teacher's Certificate. (3)

Section 1. W., F., S., 11-12.

Section 2. T., T., S., 10-11.

II. (a) **Psychology of Education.**—The study of the psychology of higher mental processes based upon a text-book and laboratory manual. The course will be devoted, especially, to the educational aspects of psychology. Lectures, text-books, collateral reading and laboratory experiments ($1\frac{1}{2}$).

(b) **Psychology of Education.**—The psychology of behavior. This term's work will treat the subjects of habits, instincts, imitation, suggestion, will, etc. Lectures, text-book, thesis, and experiments on the learning process. This course may be taken independent of II (a). ($1\frac{1}{2}$) W., 8:30-9:30, 2-4; F., 8:30-9:30.

III. **History of Education.**—The study of the growth and development of education from the early ages to the present. Emphasis is laid on educational movements in relation to other institutional forces and to the varying aspects of civilization. The theories of the greater educational reformers are noted and their influences on educational progress. A careful study is made of the Renaissance and the reforms and

innovations of the Modern period. Text: Monroe's Text-book in the History of Education.

Open to juniors and seniors.

(3) T., T., S., 10-11.

IV. Child Study.—A systematic study of the physical and mental development of the child and particular attention to the pre-adolescent and the adolescent periods. This course deals also with experimental education, including the results of recent investigations and a survey of the more important problems in the learning process.

Collateral reading, experiments, reports and observation.

Observation and practice hours arranged with individual students.

Practice Teaching.—Review and more extensive study of methods and principles of the freshman year. Systematic practice in teaching under the observation of experienced teachers. Abstracts, reports, individual conferences, thesis.

(3) T., T., 2-3. Hours for practice teaching arranged with individual students.

Course IV is open to seniors who have completed two courses in Education, including Education II.

V. Religious Pedagogy.—This course deals with the psychological principles involved in the administration and the methods of instruction in Sunday school. Stress will be laid on the work of organized classes, yet a general view of the entire field of Sunday school work will be had. The course counts towards the degree but not toward the teacher's certificate. Course V is open to all students who have had or are taking Education I (a). (1½) Hours to be arranged.

VI. Supervisor's Course.—Work in public school readings, music, drawing, and writing will be offered if the demand is sufficient to justify it. The work will be open to juniors and seniors having had Education II and will count towards the degree and also the permanent certificate. For fee with this course see page 24. (1) Hours to be arranged.

ENGLISH.

Professor Taylor.

I. Rhetoric and English Composition.—The course will

include a review of the fundamentals of Rhetoric, followed by a thorough study of the larger forms of discourse. In the main, the instruction will be based upon bi-weekly themes, regular oral composition, a study of English masterpieces, memory work from the best English poetry, and regularly appointed conferences for personal criticism of themes. English I is prescribed for freshmen. (3)

Section $\frac{1}{2}$ T., T., S., 10-11.

Section $\frac{1}{2}$ W., F., S., 11-12.

II. Outline History of English Literature.—The course will give the student a general view of the development of English literature from the Anglo Saxon period to the present. The course will involve, first, a study of selections in translation from Anglo Saxon prose and poetry; and second, a careful survey of the history of English literature based upon Crawshaw's "The Making of English Literature," together with a study of English poetry and prose contained in Century Readings. Throughout the year the student will be required to write essays as a means of stimulating him to a higher appreciation of the literature studied and more perfect expression of his ideas concerning that literature. Prerequisite. English I. (3) T., T., S., 8:30-9:30.

IV. (a) Old English.—A study of its grammar and the reading of easy prose and poetry. Text: Bright's Anglo-Saxon Grammar and Reader, supplemented by selected readings. For juniors and seniors. First term. ($1\frac{1}{2}$) T., T., S., 1-2.

(b) The Middle Period is covered by a historical study of the development of Modern English and closes with a study of Chaucer, his times and works. The Prologue, The Knight's Tale, The Man of Law's Tale and The Nun's Priest's Tale; collateral readings from Emerson's and Lounsbury's Histories of the Language, and from Brooke's History of Early English and Ten Brink. For juniors and seniors. Second Term. ($1\frac{1}{2}$) T., T., S., 3-4. (Not given in 1916-17).

V. American Literature.—An outline study of the history of American Literature from the earliest times; special attention is given to its relation to English Literature, to its national and sectional development, and to present ten-

dencies; and intensive study is made of the chief American poets. (1½) Second Term. T., T., S., 1-2.

VI. **Constructive Oratory.**—The course includes a study of the special rhetoric of the oration, an analysis of some standard orations and the preparation and delivery of original ones. Argumentation should precede or must be taken in conjunction. Text: Shurter's *Rhetoric of the Oration*. (1) F., 2-3. (Omitted 1916-17).

VII. **An Outline History of the English Novel.**—The course comprises a survey of the history of the novel from the romances of the sixteenth century through the novel of the eighteenth century, followed by a careful study of those movements which gave rise to the different types of fiction up to the present time. The most significant works of Jane Austen, Scott, Dickens, Thackeray, Eliot, Stevenson, Meredith and Hawthorne will be studied and analyzed by way of connecting the authors and their works with the different elements which from time to time contributed to the novel as it exists today. Essays upon certain of the novels read will be required. Prerequisite: English II. (3) T., 11-12; W., F., 8:30-9:30.

IX. **The English Drama.**—The work of this course will deal, first, with the beginnings of the English drama through the miracle-play, the morality, the interlude and the chronicle history; second, with the drama from 1540 to Shakespeare, together with a study of the influences which the age contributed to Shakespeare, and also a study of stage conditions during the Elizabethan period; and third, with the English drama from 1660 to the present time. Besides the dramatic works of Browning and Shelley, the plays of Pinero, Shaw, Jones and Galsworthy will be studied. Prerequisite: English II. (3) W., F., 1-2; Th., 11-12.

X. **The English Romantic Movement.**—The purpose of this course is to trace the history of English Romanticism from its beginning in the early eighteenth century to its culmination in the poetry of the early part of the nineteenth century. Phelps' *Romanticism* and Word's *English Poets* are used as a foundation for the work in the course, after which special stress is laid on a critical study of the works of the

greatest romantic poets—Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite: English II. T., T., S., 10-11. (3) T., 2-3; W., F., 3-4.

FRENCH.

Professors Webb and Hare.

A. Beginner's French.—Text-books: Fraser and Squair's French Grammar, through page 158, and including exercises I through IX, pp. 337. Reading texts: Francois and Giroud's Simple French. Chateaubriand's *Les Aventures du Dernier Abencerrage*, Bierman and Frank's Conversational French Reader. (3) T., T., S., 8:30-9:30.

I. Composition and Reading.—Text-books: Fraser and Squair's French Grammar completed from page 162; review of irregular verbs. Reading texts: Selections from Maupassant, George Sand, Maistre and Daudet; composition; study of French idioms. (3) W., F., 1-2; S., 2-3.

II. Contemporary Literature.—Modern French novel, drama and lyrics; conversation; composition; references to History of French Literature. Text-books: Chateaubriand's *Atala*; Michelet's *Histoire de France* (Heath); *Contes des Romanciers Naturalistes*; Dumas Fils' *La Question D'Argent*; Balzac's *Eugenic Grandet*; Victor Hugo's *Hernani*; Henning's French Lyrics of the Nineteenth Century; Francois' Advanced French Prose Composition.

III. Conversation and Composition.—Dictation, conversation, and composition, based on various French texts.

May be counted as one hour college credit, or with French A or its equivalent, completes two entrance units. Prerequisite: French A. First term. (2) W., F., 8:30-9:30.

GEOLOGY.

Professor Boon.

I. General Geology.—This course will cover dynamic, structural and historic geology. Instruction by lectures, laboratory practice, field excursions and recitation. The department is equipped with projective apparatus, folio maps, etc. Besides the local excursions, one Monday in the Spring

will be given to a trip to Mineral Wells or to Thurber. Text-book: Chamberlain and Salisbury's College Geology. Open to sophomores and upper class students. (3) T., 11-12; W., F., 10-11. Lab. to be arranged.

GERMAN.

Professor Webb.

A. **Elementary.**—This course covers the usual work of the first and second preparatory years in German, and embraces grammar, reading, composition and conversation; special attention is given to pronunciation, cognates, word-order and idiomatic rendering of German into English, and vice versa. Texts: Guerber's Maerchen and Erzaehlungtn, Vol. II; Rosegger's Dex Lex von Gutenhag; Moser's Der Bibliothekar. (3) T., T., S., 10-11.

I. A review of the more difficult parts of grammar; composition; conversation; preliminary study of dramatic technique. Text: Mosher's Willkommen in Deutschland; Chamisso's Peter Schlemihl; Schiller's Wilhelm Tell. (3) T., T., S., 1-2.

II. Composition; conversation; technique of drama and the place of drama in German literature. Texts: Schiller's Ballads and Die Jungfrau von Orleans; Goethe's Torquato Tasso. (3) W., F., S., 11-12.

IV. Texts: Grillvarzer's Sappho, with analyses and critiques from Heinze and Schroeder's Aufgaben, and with Friedmann's review; Hauptmann's Die versunkene Glocke, with Friedmann's critical study; Ludwig's Zevischen Himmel und Erde. (3) T., 11-12; W., F., 10-11.

GREEK.

Professor Bishop.

A. Beginner's Greek. (3) T., T., S., 10-11.

B. Xenophon's Anabasis, four books. (3) T., T., S., 1-2.

1. Homer, six to eight books of Illiad or Odyssey. (3) To be arranged.

II. **Prose Composition.**—This course is open to freshmen

or sophomores, and is required of those who expect to get recommendations to teach Greek. (3) To be arranged.

III. Plato, *The Apology* and *Crito*; Euripides, *Medea* and *Alcestris*; sight reading. (3) To be arranged.

HISTORY AND SOCIOLOGY.

Professors Boaz and Rogan.

I. (a) History of Mediaeval Europe, 400 A. D. to 1400 A. D. Gradual evolution of the civilization of Germanic people stressed. Recitations, collateral reading, individual reports. (1½).

(b) European History from the fifteenth century to the twentieth century. Recitations, extensive collateral reading, tests. (a) and (b) required of all who do not present Mediaeval and Modern History for entrance. Must be taken in freshman or sophomore year. (1½) T., T., S., 8:30-9:30.

II. (a) History of England to 1589—an outline of political, social and economic development. Recitations and extensive collateral reading. (1½).

(b) History of Modern England.—A continuation of History (a), following the same general plan, but emphasizing the colonial and imperial phases of English history. (1½).

(a) and (b) may be taken separately. Both (a) and (b) are required of those who do not take History I, and must be taken in freshman or sophomore year. T., 11-12; W., F., 10-11.

III. **American History.**—An account of the discovery of the continent, colonial era, the Revolution, genesis of constitution, establishment of federal government, development and expansion of United States. Extensive reading, individual reports lectures on selected topics. Open only to juniors or seniors. (Not given in 1916-17).

IV. **The History of Latin-American Countries.**—This course will include a study of the life of Spain during the period of discovery; the exploration, colonization, and civilization of Latin-America; a study of the leading Latin-American countries in regard to existing governments, relations with Europe and United States; attention will be given

to early history in Texas, Mexico and California. Open only to juniors and seniors. (3) T., T., S., 3-4.

V. Elementary Sociology.—This is an introductory course in Elementary Sociology and consists of lectures and reading along scientific lines of social problems; such as the nature of sociology, its methods, problems and relations to other sciences, the origin and development of the family, growth of population, immigration, etc. Open to sophomores with credit for one course in history. (2) Time to be arranged.

LATIN.

Professor Bishop.

A. Virgil's Aeneid (Books I-VI); sight reading; Allen and Greenough's Latin Grammar. (3) T., T., S., 8:30-9:30.

I. Prose Composition.—This course is open to Freshmen or Sophomores, and is required of those who expect to get recommendations to teach Latin. (1) F., 2-3.

II. Cicero, De Senectute; Livy (two books); sight reading. Topics suggested by the texts are made supplementary to the above work. (3) T., T., S., 3-4.

III. Pliney, Selected Letters; Horace, Odes, Epodes and Satires; sight reading. Collateral work is also required in Roman Literature and Roman Life. (3). Time to be arranged.

IV. Tacitus, Agricola and Germanic; Cicero, Selected Letters; Selected plays of Plautus and Terence. (3) W., F., 1-2; S., 2-3.

MATHEMATICS.

Professor Howard.

A. Solid Geometry.—A good foundation in plane geometry is necessary for satisfactory results in this course. The solution of original propositions and problems will be required, these solutions to be kept in a notebook. First term. (1) W., F., 8:30-9:30.

I. Trigonometry, Algebra, Introduction to Analytic Geometry.—The general plan of this course will be a review of algebra, followed by the development of the formulae of

trigonometry and their application to the solution of triangles, given in the first term. The second term's work will be a study of the elements of analytic geometry with its application to loci problems. This will be followed by a study of more advanced topics of algebra, including complex numbers, theory of equations, series, determinants. (3) T., 11-12; W., F., 10-11. Required of students that do not present trigonometry on entrance.

II. Algebra, Analytic Geometry.—This course will consist of the topics of algebra and analytic geometry presented in I. The work in analytic geometry will be extended to a study of some of the properties of the conics. (3) T., T., S., 8:30-9:30. Required of students that present trigonometry on entrance.

III. Analytic Geometry.—The topics of plane and solid analytic geometry will be studied in this course. (3) T., T., S., 10-11.

IV. Calculus.—This course includes the differential and integral calculus. (3) W., F., S., 11-12.

Students electing both III and IV may count one as advanced work.

Students presenting solid geometry as an excess on entrance and completing their first year's work in mathematics with a grade of C or above will receive one hour (1) credit. Those presenting trigonometry as an excess will receive one hour (1) credit on the same condition.

PHILOSOPHY.

Professors Boaz and Jennings.

I. Psychology.—The aim is to give a general view of psychological facts. Recitations, lectures, theses, reports. Texts: Angell's Psychology and James Psychology; assigned readings in other texts. For juniors and seniors. (3) Time to be arranged.

II. (a) Logic.—Prerequisite Course I or Education II. The object of this course is to develop clearness and accuracy in thinking. The factors of present day thinking are analyzed

from a work: Creighton's Introductory Logic. Lectures, discussions, exercises. First term. (1) Time to be arranged.

(b) **Ethics.**—Prerequisite Course I or Education II. The general object of the course is to give the student an appreciation of the moral situation. This includes a definition of the moral problems, the analysis of ethical theories and tendencies and method for dealing with the problems and theories. Text: Mackenzie's Manual of Ethics. Recitations, discussions, theses. (1) Second term. Time to be arranged.

III. Elementary History of Philosophy.—This course is to give only a brief view of the philosophical thought that influences literature and social science. (1) Second term. Time to be arranged.

PHYSICS.

Professor Boon.

I. General Physics.—This course consists of lectures, recitations and laboratory practice. The strongest endeavor is made to inculcate correct physical conceptions and to encourage the habit of accurate thought and expression. The lectures are illustrated by numerous experiments. Exercises and problems are assigned in order to develop the student's reasoning powers and to make the subject disciplinary as well as instructive. The laboratory experiments are quantitative in character, and the object is both to familiarize the student with physical phenomena and laws and to enable her to acquire skill in manipulation and in the habit of reasoning from observed facts. Open to those who have had high school physics. (3) Time to be arranged.

SPANISH.

Professor Hare.

A. (a) Beginner's Spanish.—Text-books: Hall's All-Spanish Method; Giese and Cool's Spanish Anecdotes; Valera's El Pajaro Verde. Special effort is made to have the student acquire a practical vocabulary and some ease in simple conversation. (3) T., 11-12; W., F., 10-11.

I. Reading and Composition.—Text-books: De Vitis' Spanish Grammar; Lecturas Modernas; Caballero's La

Familia of Alvareda; Zaragueta; Cervantes' El Cautivo; Gutierrez's El Trovador; Umphrey's Spanish Prose Composition. This course, in conjunction with Spanish A, absolves the entrance requirement of three units in foreign languages. (3) T., S., 1-2.

II. Contemporary Literature.—Modern Spanish novel, drama and lyrics. Text-books: Nunez de Arce's El Haz de Lena; Echegaray's O Locura Santidad; Ibanez's La Barraca; Alarcon's El Sobrero de Tres Picos; Gil y Zarate's Zuzman el Bueno; Pereda's Pedro Sanchez; Galdos' Dona Perfecta; Hills and Morley's Modern Spanish Lyrics. Composition; conversation; reference work in Ticknor's History of Spanish Literature. (3) W., F., S., 11-12.

III. Conversation and Composition.—Hall's All-Spanish Method, Second Book.

May be counted as one hour college credit, or with Spanish A or its equivalent, completes two entrance units. Open to students who have completed Spanish A. (1) Second term. W., 8:30-9:30.

Spanish IV. Spanish Classical Prose.—A survey of the most important movements in the development of Spanish prose from the Lazarillo del Tormes until the middle of the seventeenth century, with emphasis on the work of Cervantes. Collateral reading, lectures, essays, reports. Prerequisite: Spanish I and II. (3) T., 2-3; W., F., 3-4.

PUBLIC SPEAKING.

The purpose of this course is to give students a practical knowledge of the fundamental principles of effective public speaking. This course covers voice training, pronunciation, enunciation, training of the body to produce ease and poise; correction of individual faults; delivery of speeches for various occasions, and practice in ex-tempore speaking. The course is open to students who have had English I. For fee with this course see page 59. (1) Time to be arranged.

School of Fine Arts

H. A. BOAZ.....	President
J. D. YOUNG.....	Vice-President
E. D. JENNINGS.....	Dean of the College
CARL VENTH	Dean

CARL VENTH,

Teacher of Theory, Harmony, Composition, Musical History, Violin,
Ensemble Playing and Coaching.

SAMUEL G. TRIMMER,

Director of the Piano Department.
Teacher of Piano. }

ANDREW HEMPHILL,

Teacher of Voice.

MARION GRACE CASSELL,

Teacher of Piano.

MRS. CARL VENTH,

Teacher of Piano.

GYPSY TED SULLIVAN,

Teacher of Voice.

SALLIE BELLE MATTHEWS,

Teacher of Piano.

MAMIE GROSS,

Teacher of Piano.

SMITH McCORKLE,

Teacher of Violin.

JESSIE MILLSAPPS,

Teacher of Expression.

EMMA P. CARR,

Teacher of Art.

BLANCHE WHITENACH,

Assistant in Piano.

GENERAL STATEMENT.

The School of Fine Arts is an integral part of Texas Woman's College, yet it is a separate and distinct school within itself, having its own faculty and directing its own policy. The school has three departments: The Department of Music, which includes Piano, Violin, and Voice, Theory and Ensemble playing; the Department of Expression; and the Department of Art.

The Department of Music provides some unique features which ought to appeal to all serious minded music students. While music is considered an emotional art, it has also distinct intellectual characteristics which cannot be appreciated without a solid literary foundation. No musician can hope to succeed without a certain amount of literary training, and no musician can become master of his art without a literary foundation sufficient for the understanding of the scientific principles underlying his art. The object of the Department of Music and the adopted plan of study provide for broadening the student's viewpoint in every way. The lessons in piano, voice and violin are private lessons of thirty minutes each; while those in theory, harmony, musical history, music appreciation, ensemble playing, and counterpoint are class lessons exciting a healthful spirit of competition among the class members and stimulating them to put forth their best efforts.

The College of Liberal Arts, Academy, School of Domestic Arts and Science, and the School of Fine Arts work are in absolute harmony with each other. They are mutually necessary. While the College of Liberal Arts, the Academy, and the School of

Household Economics strive to develop the intellectual and practical side, the School of Fine Arts, in addition, seeks to improve the emotional side of the student. To students who do special work in the College of Liberal Arts, the Academy, or the School of Household Economics, a short course in the School of Fine Arts is almost indispensable—as it gives to them a good understanding and true conception of the meaning of music, which will be a life-long blessing. Those students who have inborn talent will find an opportunity in the School of Fine Arts to reach a high point in technical facility and artistic interpretation; while those whose talent does not warrant an extended training, will gain a sufficient knowledge of music to form an integral part of their intellectual life.

The advancement which music has made in Texas during the last few years, especially in the larger cities, is nothing short of marvelous. Students in Texas Woman's College will have opportunity of hearing in the City of Fort Worth many choral clubs which perform the great classical and modern oratorios, a splendid symphony orchestra fully organized under the direction of Carl Venth, Dean of the School of Fine Arts, and many of the world's greatest artists. For the last three seasons the following artists appeared in concert: Paderewski, Schumann-Heink, Tetrizzini, Frances Alda, Maud Powell, Oscar Seagle, Louise Homer, Frederico Busoni, Fritz Kreisler, Ganz, Leopold Godowski and John McCormack. The following artists, who have sung at the Metropolitan Grand Opera Company of New York City, have been contracted to appear in Fort Worth the coming year: Geraldine Farrar, Louise Homer, Emmy Destinn, Helen Stanley,

Lucien Muratore, Clarence Whitehill and others of equal fame. The students will have an opportunity to hear those renowned artists if they desire, special rates being given to our students to hear artists of world-wide reputation who appear in Fort Worth. Hearing these and other artists provides an addition to a musical education which students who expect to become artists cannot well afford to miss. It is certain that a musician must be one who thoroughly comprehends the minds of the great composers in order to interpret thoroughly their works.

The system of instruction is similar to that adopted by leading Conservatories in the East and Europe. It seeks to develop originality and encourage individuality in every student.

Texas Woman's College has secured a faculty for the School of Fine Arts first in the State and second to none in the Southwest. The directors and chief teachers are men of national and international reputation. They were selected with a view of giving to young women of Texas and adjoining States instruction just as good as that given in Eastern Conservatories, with a great reduction in expense. Only teachers of wide experience have been employed and they are men and women of high standing as concert artists. They teach not merely by word of mouth, but by example, thus showing the students just how the work they study should be sung or played. The courses of study are based upon the completion of four divisions, which mature and gifted students can complete in four years of hard work. The divisions are: Freshman, Sophomore, Junior and Senior.

Amount and Character of Work.

In music, the students enter the courses for which they are prepared. Examinations are given and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up.

Boarding students not meeting the college entrance requirements must continue their literary work in the Academy, two subjects each term until such requirements are met, unless excused from such by action of the faculty.

All students must do at least forty hours' work per week. Each student should take at least one course in literary work.

A student over twenty-one years of age who has completed any of the courses outlined and has not met the requirements for college entrance may be given a certificate from that department stating the amount of work completed.

PIANO SCHEDULE

Class	Principal Subject	Theory	Supplementary Theory	History	Chamber Music	Glee Club or Orchestra
Prep.	Piano		Elements of Theory			
Fresh.	Piano	Theory 1	Training	Musical History	Sonatas Hayden Schubert	Chorus
Soph.	Piano	Harmony I	Musical Form	Musical History	Sonatas Mozart	Chorus
Junior	Piano	Harmony II		Musical History	Sonatas Beethoven Zade	Orchestra
Senior	Piano	Harmony III		Musical History	Modern Sonatas	
Graduate	Piano	Composition			Modern Sonatas	

VOICE SCHEDULE

Class	Principal Subject	Secondary Subjects	Theory	Supplementary Theory	History	Glee Club
Prep.	Voice			Elements of Theory		
Fresh.	Voice	Piano	Theory I	Ear Training	Musical History	Glee Club
Soph.	Voice	Piano	Harmony I	Sight Singing	Musical History	Glee Club
Junior	Voice	Piano	Harmony II	Salfeccio	Musical History	Glee Club
Senior	Voice	Piano	Harmony III		Musical History	Church Music
Graduate	Voice	Piano		Oratorio		Opera

VIOLIN SCHEDULE

Class	Principal Subject	Secondary Subject	Theory	Supplementary Theory	History	Orchestra
Prep.	Violin			Elements of Theory		
Fresh.	Violin	Piano	Theory I	Ear Training	Musical History	Orchestra
Soph.	Violin	Piano	Harmony I	Musical Form	Musical History	Orchestra
Junior	Violin	Piano	Harmony II		Musical History	Orchestra
Senior	Violin	Piano	Harmony III		Musical History	Quartet
Graduate	Violin	Piano	Composition			Quartet

PUBLIC SCHOOL MUSIC

Class	Principal Subject	Secondary Subject	Theory	Supplementary Theory	History
Prep.					
Fresh.					
Soph.	Piano	Voice	Theory I	Ear Training	Musical History
Junior	Piano	Voice	Harmony I and II	Sight Singing	Musical History
Senior					
Graduate					

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC.

Texas Woman's College will grant the degree of Bachelor of Music to students offering the standard fourteen units for entrance to the freshman class and sixty hours of advanced work to be divided as follows: Twenty (20) literary hours, twenty (20) hours in theoretical courses, and twenty (20) hours of technical work. In addition to the above an applicant for the Bachelor of Music degree must show by means of examination that she is able to construct a Canon, must have sufficient invention and knowledge of musical form to compose an original piece of music in the smaller forms, and be able to extemporize on a given theme in a manner satisfactory to the musical faculty.

NOTE 1.—Students are advised to have all literary requirements completed by the close of the Junior year.

NOTE 2.—Students who complete the full twenty hours in theoretical courses will be given six hours' credit on a B.A. degree.

REQUIREMENTS FOR A DIPLOMA.

A Diploma will be issued to students offering the standard fourteen units for entrance to the freshman class and completing the following courses in theoretical and technical work:

Freshman.

Theory I	1 hr.
Sight Singing	1 hr.
Orchestra	1 hr.
Glee Club	1 hr.
Piano, Violin or Voice....	1 hr.

Junior.

Harmony II	1 hr.
Musical History	1 hr.
Ensemble	$\frac{1}{2}$ hr.
Sight Singing	1 hr.
Orchestra	1 hr.
Glee Club	1 hr.
Piano, Violin or Voice....	1 hr.

Sophomore.

Harmony I	1 hr.
Musical History	1 hr.
Ensemble	$\frac{1}{2}$ hr.
Sight Singing	1 hr.
Orchestra	1 hr.
Glee Club	1 hr.
Piano, Violin or Voice....	1 hr.

Senior.

Harmony III	1 hr.
Musical History	$\frac{1}{2}$ hr.
Ensemble	$\frac{1}{2}$ hr.
Orchestra	1 hr.
Glee Club	1 hr.
Piano, Violin or Voice....	1 hr.

Theoretical Courses.

All students must take Theory I the first year.

Each course in Theory will be credited on the A. B. degree, not exceeding, however, four hours' credit in all.

Four courses in Theory and Harmony are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory.

I (a) Theory.—One hour per week for First term. The course embraces the formation and recognition of major and minor scales, intervals. Text. Venh, Sechter, Muller and Richter.

(b) Theory.—One hour per week for Second term. Triads and their inversions; seventh chords and their inversions. Text: Venh, Sechter, Muller and Richter.

II (a) Harmony.—One hour per week for First term. Figured basses and the harmonization of melodies, employing triads, seventh chords and modulations. Text: Richter, Spalding.

(b) Harmony.—One hour per week for Second term. Continuation of the harmonization of melodies, employing all non-chordal elements and pedal point. Text: Richter, Spalding.

III (a) Harmony.—The study of Contrapuntal forms, Contrapuntal treatment of voice part; practical work on keyboard and written exercises.

(b) Harmony.—Construction of melodies and accompaniments.

Analysis.—Recognizing the construction of Fugues by Bach and the Sonata forms from Mozart to the modern composers.

Musical Composition.—Invention of original melodies, harmonization of these in proper form.

Musical History I.—Required of freshmen. One hour per week for a year. A general survey of musical history. Text: Hamilton.

Musical History II.—Required of sophomores. One hour per week for a year. The development of the art from ancient to modern times. Text: Henderson.

Musical History III (a).—Required of juniors. One hour per week for First term. The development of the art from ancient to modern times. Text: Henderson.

(b).—Required of juniors. One hour per week for Second term. The great masters and their influence on the development of music. Text: Henderson.

Musical History IV.—Required of seniors. One hour per week for a year. The evolution of music; study of symphonies and structure of standard classics. Text: Venth.

CHORUS AND ORCHESTRA TRAINING.

Chorus and Choir.—Open to all students having singing voices. Required of sophomore, junior and senior students in voice culture and all regular music students having good singing voices. One hour per week for a year.

Orchestra Class.—Open to all students who are sufficiently advanced in playing an orchestral instrument. One hour per week for a year. The best ensemble music is studied and a number of concerts are given during the year.

PIANO DEPARTMENT.

SAMUEL TRIMMER, MARION CASSELL, MRS. CARL VENTH, SALLIE BELLE MATTHEWS, MAMIE GROSS, BLANCHE WHITENACH.

Beginners are especially welcome, as they possess none of the bad habits so easily formed by inefficient teaching. They receive more readily the correct principles and make rapid progress on account of not having to unlearn bad habits. No previous knowledge of piano is necessary. Students are promoted according to their ability rather than according to the number of terms or length of time studied.

1. Hand culture. Finger exercises, fundamental rhythm, phrasing and ear-training.

2. Continuation of Grade I. Gurlitt Op. 83; Koehler Op. 50; Obering Op. 76; Duvernoy Op. 716; Burgmueller Op. 100.

COLLEGE COURSE.

I. Beren's 61; Duvernoy 120; Krause Trill Studies Op. 2; Heller's selected studies; Bach Little Preludes. Easy sonatas and other compositions by standard composers at the discretion of the teacher.

II. Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggios with various accents and rhythmical treatment. Cramer's selected studies; Czerny Op. 299; Krause Op. 2; Haydn's Sonatas; Mozart's; Hanon exercises.

III. Czerny Op. 740; Scholtz Op. 31, 65; McDowell Op. 51; Chopin's Preludes, Works by Beethoven, Schumann, Mendelssohn, Sinding, Rheinberger and Schubert.

IV. Advanced technical work continued. Bach, well tempered clavichord, Chopin's Etudes, Phillip exercises; Cramer's studies, modern solo compositions.

V. Course.—Etudes of Chopin, Liszt, Henselt, Rubinstein; Concertos, Mozart, Beethoven, Grieg, Schumann.

VIOLIN DEPARTMENT.

CARL VENTH AND SMITH McCORKLE.

ELEMENTARY COURSE.

1. Sevcik Op. 2; DeBeriot School and Wichtl.
2. Continuation of Sevcik and Weiss.

COLLEGE COURSE.

I. Kaiser 36 studies; Dont 20 progressive exercises; Schradieck technical studies, piece by Bohm, Papini, Dancla.

II. Mazas studies, Op. 36; Ries Op. 26; Lichtenberg Scale studies; Concerto Accolay; Mittell classics; Sevcik.

III. Kreutzer 42 etudes; Campagnoli Op. 18; Dancla Op. 73; Concerto Rode; Concerto Viotti; Sonatas Haydn and Mozart.

IV. Fiorillo, 36 etudes; Rode, 24 Caprices; Concertos by Bach, Mendelssohn, Spohr.

V. Gavinnies, 24 studies; Dont Op. 35; Sonatas by Bach, Modern Concertos by Godard, Vieuxtemps; Pieces by Leonard, Wieniawski, Hubay, Saraste.

VOICE DEPARTMENT.

ANDREW HEMPHILL AND GYPSY TED SULLIVAN.

I. Correct breathing, physical control, relaxation; attack; tone placing; simple scales, intervals, arpeggios; Vocalises by Sieber, Lamperti, Concone, etc. Easy English songs.

II. Breathing and tone placing continued; exercises for agility, rapid scales, arpeggios slow trill; Vocalises by Voccai, Abt. Henschel; English, Italian and French songs.

III. Advanced technical study; embellishments, trill, artistic phrasing, style in singing; Lutgen's studies in velocity; Lieder by Schubert, Schumann, Brahms, etc. Oratorio; Standard English songs; Opera in French, Italian and German.

IV. Interpretation; poise, stage presence, assurance; the art of teaching; recital programs of modern and classic English, French, Italian and German song literature. Repertoire.

The graduating class is open only to those students in the Voice Department whose voices, in the opinion of the musical faculty, are of exceptionally good quality.

Ensemble Playing.

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight reading and accompanying. Self control is cultivated by the necessity for quick adjustment to the artistic needs of the moment. Sophomores, juniors and seniors in the Piano Department are urgently requested to take this course.

Students' Recitals.

All music students are required to attend the students' recitals and to take part in them when requested to do so by their teachers.

Faculty Concerts.

The music faculty will give a number of concerts and recitals during the year free to all students. A special feature will be made of the Sonata recitals by Carl Venth and the piano teachers, to which students only will be admitted. These recitals will give a comprehensive view of the development of the Sonata from the seventeenth century to the present day.

PUBLIC SCHOOL MUSIC.

CARL VENTH.

A special course in public school music to prepare competent teachers and supervisors of music for public schools is offered to students having college entrance requirements. Students completing this course, together with five courses in liberal arts (one of which must be education) are granted first grade state teachers' certificates.

COURSE OF STUDY.

Theoretical: History of music, harmony, ear training, sight singing, methods of teaching.

Practical: Piano, voice.

Literary: Education, one course. Other liberal arts, four courses.

Advanced students may satisfy a part of the foregoing music requirements by examination.

GLEE CLUB.

A Glee Club is organized at the beginning of each scholastic year, under the direction of Mr. Hemphill

and his assistant. All voice pupils and other students of the school possessing good voices will be expected to take part in the glee club, which will be made one of the features of the college life.

There will be no charge for admission to the glee club; however, those selecting such will be required to attend practice.

COLLEGE ORCHESTRA.

The orchestra, composed of string instruments and piano, will meet every week under the direction of Dean Venth. Admission to this class is free; however, those electing the work must attend rehearsal.

DEPARTMENT OF EXPRESSION.

JESSIE MILLSAPPS, Instructor.

The aim of the department is to secure naturalness and sincerity in reading and speaking, to develop individuality, and to obtain freedom from self-consciousness. Special attention is given to the development and culture of both voice and body.

REQUIREMENTS FOR DIPLOMA.

Students must meet college entrance requirements, complete six hours in college English and one and one-half hours in educational psychology or pure psychology.

COURSE OF STUDY.

I. Qualities of voice, oral English, principles of training, pantomimic problems, recitations, harmonic gymnastics, extemporaneous speaking, dramatic rehearsal (force), story telling, informal recitals, physical training. Text-book: Curry's Foundations of Expression.

This course requires two and one-half hours of recitation a week and five hours of preparation.

II. Qualities of voice, oral English, principles of training, pantomimic problems, harmonic gymnastics, dramatic rehearsal (comedy), public speaking, dramatic criticism, dramatic thinking (Shakespeare). Informal recitals, physical training. Text-book: Curry's Browning, and the Dramatic Monologue.

This course requires two and one-half hours of recitations and five hours of preparation. Expression I a prerequisite.

III. Voice training, vocabulary of delivery, dramatic rehearsal (comedy, tragedy, modern drama), interpretative expression, creative expression, aesthetic movements, physical training, individual voice training, visible speech and articulation, dramatic rehearsal (comedy, modern drama), pantomimic problems, harmonic gymnastics, vocal interpretation, platform interpretation, individual afternoon recital, physical training. Text-book: Curry's Imagination and Dramatic Instinct.

This course requires three hours of recitation and six hours of preparation per week. Expression II is prerequisite.

IV. Voice training, vocabulary of delivery, dramatic rehearsal (comedy, tragedy, modern drama), interpretative expression, creative expression, aesthetic movements, physical training, individual evening recital. Text-book: Curry's Mind and Voice. Expression III is prerequisite.

SUPERVISOR'S COURSE IN PUBLIC SCHOOL READING.

V. (a). Fundamental elements of good reading and how to present them to the class. Breathing, tone quality, elements of thinking, phrasing, emphasis, application work.

Exercises for defects in speaking, stammering, stuttering, huskiness, throatiness, nasality, etc.

(b). Methods in teaching reading in public schools:

Primary Reading.—The use of phonic, diacritical marks; education of the eye; study of the different methods of teaching primary reading; thought getting and giving; the handling of different kinds of poems and stories, illustration of reading lesson, the value of story telling in reference to

reading, preparation for the reading lesson, study of text-books.

Study of Secondary Reading Work.—Pronunciation, articulation, enunciation, diacritical marking, word grouping, saliency of leading idea, value of subordination, progression of thought, assignment of lesson and direction for study, introduction to lesson, creating atmosphere for lesson; exercises and devices for faults in reading; the study of good reading material, oral English.

DEPARTMENT OF ART.

MISS EMMA P. CARR, Instructor.

Art, when properly taught, does not mean just a few studies to be copied or one or two casts to be drawn, but a systematic and sympathetic effort to develop the creative ability of each student. Her powers of imagination are to be stimulated and her own artistic ideals are to be fostered. To the earnest art-worker nature becomes alive with interest, for "to learn to draw is to learn to see."

ART.

Course of Study.

I. Drawing in charcoal from geometrical solids and still life; crayon drawing; water color painting from nature and still life; linear perspective; designing.

II. Drawing in charcoal from casts and from life; out-door sketching in water colors; composition; perspective.

III. Still life studies in oils and water colors; figure painting from life and models; tapestry; composition.

IV. Figure painting; portraits; tapestry; life studies; composition. Also the lives of the great artists are studied and lectures are given. China painting and leather craft is also taught, forming an interesting addition to the regular work in drawing and painting.

V. **History of Art.**—This course is required without extra

fee of all students taking III or IV and is open to juniors and seniors in the College of Liberal Arts who pay a fee of \$5.00 per term. Credit toward A. B. degree will be given.

REQUIREMENTS FOR A DIPLOMA.

In addition to the completion of the course above, the student must be able to do independent work in construction and free composition, and must have met the College entrance requirements.

The Academy

H. A. BOAZ.....	President
J. D. YOUNG.....	Vice-President
E. D. JENNINGS.....	Dean of the College
MRS. J. H. SMITH.....	Principal

MRS. J. H. SMITH, B.A.,
Instructor in Mathematics.

MARTHA BELLE BLAKE,
Instructor in English.

MRS. O. W. PETERSON, B.A.,
Instructor in Latin and History.

MRS. W. M. GREENMAN, B.A.,
Instructor in Science and German.

MISS MARGARET BREWER,
Assistant in Science

MISS MARION WITT,
Assistant in History.

LENA MAE WILLIAMSON,
Assistant in History.

GENERAL STATEMENT.

Purpose of the School.

The purpose of the Academy is two-fold: First, it is to prepare students for college work in Texas Woman's College or any other first-class college or university; second, it is to provide a first-class secondary education for students who do not expect to take a college course.

Admission.

Applicants from affiliated schools will be admitted or may be given advanced standing upon the presentation of certificates from these schools indicating the amount and character of work done in each subject. Prospective students are urged to write to the registrar

for blanks to be filled out by their former instructors. All entrance credits given upon work done elsewhere are made conditional upon the satisfactory completion of courses pursued in this school.

Students from other schools must present certificates of honorable dismissal before they can enter here. **This will be rigidly enforced.**

To be prepared for the first year's work, students should have had work about as follows:

A good drill in grammar and arithmetic; completed geography, elementary U. S. history and Texas history, elementary physical geography and physiology.

This corresponds to the seventh grade work in first-class schools. No student will be admitted who has not had the history, grammar, and arithmetic above.

Course of Study.

The full academy course is the completion of fourteen units, meeting the college entrance requirements. Diplomas will be awarded to those who complete the full course. Students may be admitted to the college upon the completion of a smaller number of units as provided on page 30.

Students will be classified according to their advancement in each subject, but students of irregular advancement must co-ordinate their courses as soon as possible.

All classes meet five times a week, recite 45 minutes and continue through the school year.

ENGLISH.

1. (a) Grammar reviewed by means of outlines; also drills in grammatical forms, and good usage of words.

(b) Required readings: *Pilgrim's Progress*, *Evangeline*,

The Courtship of Miles Standish, The Christmas Carol, The Sketch Book, The Lady of the Lake, Treasure Island, The Old Curiosity Shop, Lamb's Tales from Shakespeare. 8:45-9:30.

2. (a) Herrick and Damon's New Composition and Rhetoric with particular attention to the sentence, letter-writing and correct use of words.

(b) Required readings: The Merchant of Venice, Lorna Doone, Enoch Arden, The Last of the Mohicans, Selected Short Stories, The House of the Seven Gables, Silas Marner, Macaulay's Essay on Johnson. 10-10:45.

3. (a) Long's English Literature to page 320.

Required Readings: Macbeth, Milton's Minor Poems, Burke's Speech on Conciliation, The Deserted Village, Ivanhoe. 1-1:45.

(b) Long's English Literature completed.

Required Readings: Carlyle's Essay on Burns, A Tale of Two Cities, The Ancient Mariner, Sesame and Lilies, Idylls of the King, The Mill on the Floss. 3:15-4.

4. (a) Trent's A History of American Literature through page 128.

Pace's Readings in American Literature through the period studied in the text. These readings will be supplemented by at least one novel each by Cooper and Hawthorne.

(b) Trent's A History of American Literature completed.

Pace's Readings in American Literature completed. These readings will be supplemented by different types of short story, and at least one modern novel, and one modern drama. 3:15-4.

FRENCH.

1. Walter-Ballard's Beginner's French; Bierman and Frank's Conversational French Reader. Special effort is made to have the student acquire a practical vocabulary and some ease in simple conversation. (Not offered in 1916-1917) 8:45-9:30.

2. Maloubier and Moore's First Book in French; Marret's L'Enfant de la Lune; Labiche et Martin's Moi; Chateau-

briand's *Les Aventures du Dernier Abencerrage*. Conversation, dictation, composition. 8:45-9:30.

GERMAN.

1. (a) Text: Collar's German Grammar. Complete first thirty lessons. About 75 pages of reading matter to be selected. Special attention given to conversation. Drill in composition, and in the acquiring of a practical vocabulary. Memory work.

(b) Text: Collar's German Grammar. Complete lessons 30 to 50, inclusive. About 75 pages of reading matter to be selected. Drill on composition, conversation. Effort made to have student acquire ease in simple conversation. Memory gems. 2:30-3:15.

2. (a) Text: Collar's German Grammar. Begin with lesson 51 and complete. Not less than 100 pages of reading matter. Drill in composition, conversation. Frequent written reviews, covering forms used. Effort to acquire ease in simple conversation. Memory work.

Text: Collar's German Grammar. Review of fundamental principles of Syntax. Frequent drill on forms. Conversation. About 100 pages of reading matter. Memory work stressed. 1:45-2:30.

HISTORY.

1. (a) Text: West's Ancient History to page 322. In connection with the text Ledbetter's Outlines are used. Assigned readings and individual reports required. Current events each week. Special work on Greece.

(b) Text: West's Ancient History completed. Ledbetter's Outlines completed. Assigned readings and individual reports required, also current events each week. Special study of Rome. 11:30-12:15.

2. (a) Text: Andrews' A Short History of England, through chapter 12, page 215. Assigned readings, and individual reports required.

(b) Text: Andrews' A Short History of England, completed. Assigned readings and individual reports required. 3:15-4.

3. (a) West's Modern World. Florence Ledbetter's Outlines and Maps to accompany. Weekly topics assigned. This course is open to third and fourth year pupils.

(b) West's Modern World completed. Outlines, maps and weekly topics as given in First term. 8:45-9:30.

4. (a) Essentials in American History. Hart's Source Book. This course is given for those who desire to take a more extended course in the history of our country. Open to third and fourth year pupils.

(b) Ashley's American Government. Towne's Civil Government of Texas. This course will follow the American History, which will probably extend into the Second Term; and it will be considered as a part of History IV, no credit being allowed until both Civics and American History are completed. 10:45-11:30.

LATIN.

1. (a) Bennett's First Year Latin, 39 lessons.

(b) Bennett's First Year Latin, text completed. Eighteen Fables from The Gradatim. 1:45-2:30.

2. (a) Allen and Greenough's New Caesar. Books II and III. Bennett's Latin Writer.

(b) Allen and Greenough's New Caesar. Books IV and V, Bennett's Latin Writer. 11:30-12:15.

3. (a) Allen and Greenough's Cicero—Orations and Letters, Four Orations against Catiline. Bennett's Prose Composition.

(b) Allen and Greenough's Cicero, Orations and Letters, Manilian Law, Archias, Bennett's Latin Composition. 10-10:45.

MATHEMATICS.

1. (a) Arithmetic. A thorough analysis of the fundamentals, observing carefully the practical application of fractions, denominate numbers and measurements.

The elements of literal arithmetic will be introduced and the subjects of percentage, interest, commission, banking and the study of geometric form and numeric evaluation of algebraic expression treated thoroughly.

(b) Bookkeeping. 10-10:45.

2. (a) Algebra. Algebraic vocabulary, including the symbolic language of Algebra, will be carefully gone over. The importance of factoring will be emphasized in the careful study of the types of factored expressions found in the text. Text: Wentworth's New School Algebra, pages 1 to 148.

(b) Beginning with fractions the study of theory of exponents and radicals with elementary work in progressions will complete the course. Pages 148 to 290. 10:45-11:30.

3. (a) Algebra. Students will be made familiar with problems in the text. Originals designed to bring out independence of thought will be selected. Text: Wells' Algebra for Secondary Schools, pages 1 to 186.

(b) Quadratics, radicals and fractional exponents in their close relationship will be applied in practical problems. Pages 186 to 356. 11:30-12:15.

4. (a) Geometry. The usual theorems and constructions in the text, including general and specific properties of rectilinear figures; the circle and angular measure; theory of limits. Text: Wentworth and Smith's Plane Geometry. Books I and II.

(b) The student will be required to furnish demonstrations of propositions met the first term. The study of the theory of proportion, similar polygons, regular polygons, areas of polygons, proportional lines, symmetry, continuity and duality will complete the course. Books III, IV and V. 8:45-9:30.

SCIENCE.

1. (a) Physical Geography.

Text: Maury-Simonds. Laboratory, two hours a week in connection with manual. Careful attention will be given to the various theories regarding the earth, its land and water areas, its atmosphere, and the distribution and sustenance of life in water and on the land.

(b) Physiology.

Text: Conn and Buddington. Laboratory Manual. Laboratory two hours a week. Special care will be given to the care of the body as a means of preventing disease. Study of

the organs of living animals as well as models. 11:30-12:15.

2. Physics. Elementary Physics will include dynamics, sound, light, heat, magnetism and electricity. A well-equipped physical laboratory affords opportunity for experiments of all kinds. Note books containing outlines and experiments will be required of all students. 1-1:45.

SPANISH.

1. Hall's All-Spanish Method, First Book; Harrison's An Elementary Spanish Reader; Selgas' *La Mariposa Blanca*. Special effort is made to have the student acquire a practical vocabulary and some ease in simple conversation.

2. Ingraham-Edgren's Spanish Grammar; Giese and Cool's Spanish Anecdotes; Valera's *El Pajaro Verde*; *La Vida de Vasco Nunez de Balboa*. 8:45-9:30.

School of Household Economics

HIRAM A. BOAZ.....	President
J. D. YOUNG.....	Vice-President
E. D. JENNINGS.....	Dean
MABEL STRICKLAND.....	Professor of Household Economics
VERA FOREMAN.....	Instructor in Household Economics

The work in Household Economics, because of its practical value, is everywhere becoming more and more prominent in the education of women. Because of its great importance it is justly proving to be most popular and attractive. Realizing the value of such training in home making and keeping, TEXAS WOMAN'S COLLEGE offers to its students courses in Domestic Science and Domestic Arts, open to those enrolled in all departments. For the session of 1916-1917 the courses have been improved and broadened to meet the increased demands.

The department is fitted up with first-class equipment, containing all the necessary apparatus for the operation of a high-grade department of Household Economics.

REQUIREMENTS FOR A CERTIFICATE.

First Year.

English I	3 hrs.
Chemistry I	3 hrs.
A Language, History or Physics I	3 hrs.
Domestic Science I.....	3 hrs.
Domestic Arts I.....	3 hrs.
Design	1 hr.

Second Year.

Domestic Arts II.....	3 hrs.
A Language, History or Physics I	3 hrs.
Textiles	1 hr.

Second Year.

Chemistry II	3 hrs.
Botany I	3 hrs.
Economics	1 hr.
Domestic Science II.....	3 hrs.

Third Year.

English II	3 hrs.
Education I	3 hrs.
A Language, History or Physics I	3 hrs.
Domestic Science III.....	3 hrs.
Domestic Arts III.....	3 hrs.
Millinery	2 hrs.

NOTE.—This certificate entitles the student also to a first grade State teacher's certificate, provided she has twelve college entrance units.

Course of Study.

DOMESTIC SCIENCE.

Preparatory Course.—(Elective.) Selection and Preparation of Foods. A study of methods of cooking, selection, and preservation of foods.

Domestic Science I.—(a) Food Substances. Study of foods based on composition and manufacture.

(b) Home Sanitation—Bacteria in the household. Care and cleaning of the house, heating, lighting, plumbing, etc.

(c) Economics.—Selection, cost, care and utilization of products. Marketing.

Domestic Science II.—(a) Food Substances (based on I. a). A more detail study of foods, combinations, preservation. Serving.

(b) Home nursing and invalid cookery; care of sick, food for sick; emergencies.

(c) Home economics; expenditure based on income. Care of house. Home manufactures.

(d) Sanitation—Town and Home.

Domestic Science III.—(a) Food and Dietetics—Experimental and advanced work based on Course I and II. Menu planning. Serving.

(b) Household Management.—Care, refurnishing, ventilation of house. Household budget.

(c) Theory and Practice of Teaching—Methods of presentation, lesson planning.

DOMESTIC ART.

Preparatory Course.—(Elective.) Simple hand sewing, design, color study. Simple construction work and garment making.

Domestic Art I.—(a) Plain Sewing and Elementary Dress Making.—Selection, cutting, simple and decorative stitches, pattern use and alteration, garment making, use of machines. Cutting and making of plain morning dress.

(b) Textiles—Selection, growth and manufacture of textile fabrics.

(c) Design—Line, color, harmony, etc.

Domestic Art II.—(a) Sewing and Dressmaking—Fitting, cutting. Decorative stitches. Draping.

(b) Textile—Manufacture and use of fabrics. Weaving.

(c) Design and Picture Study—Costume planning. Use of pictures in home.

(d) Home Economics—Division of income. Expenditure.

Domestic Art III.—(a) Advanced dressmaking and costume design. Household furnishings.

(b) Pattern Drafting—Cutting and drafting of patterns.

(c) Household Management—Refurnishing house and wardrobe. Household budget.

(d) Theory and Practice of Teaching—Lesson planning, presentation.

(e) Millinery (elementary).

Boarding Department

Non-resident students are required to room and board in Ann Waggoner Hall, Boaz-Benbrook Conservatory, or Mulkey Hall, all of which are on the college campus and under the direct care of members of the faculty. All three buildings are conveniently located with respect to the administration building and will accommodate two hundred and twenty-five girls.

The rooms are comfortably furnished and properly ventilated, lighted by electricity, heated by steam, and furnished with the purest of artesian water. Good bathing facilities are furnished, also sewerage connections. Each building is provided with ample exits, fire escapes and chemical fire extinguishers. A night watchman is on duty. A trained nurse, working under the college consulting physician, cares for the health of the girls. A hospital fee of \$3.00 will be charged each term, which entitles every girl to the oversight of the nurse and to three days' continuous treatment in the Infirmary without extra charge. In case of more prolonged illness, a charge of 50 cents per day will be made after the third day.

Every interest of the girls is carefully guarded. They are required to take physical exercise under the physical director. All must attend Sunday School and Church. They will also enjoy the presence of several members of the faculty, who room in one of the dormitories and board at Ann Waggoner Hall. Due attention is given to the cultivation of polite manners and good morals. It is the constant aim to develop the highest order of true womanhood.

Visitors.

Members of the immediate family and friends are always welcome; but young women should not bring visitors into the college home without first securing permission from the management. This is necessary in order to provide for their entertainment.

Visiting.

Young women will not be allowed to spend the night away from the college home, except with a near relative; nor will they be allowed to take trips of any kind away from the college campus without proper escort. Worthy young women of mature age will be allowed some freedom in these respects.

Boarding in Private Homes.

Young women may board with a near relative, who will see that all regulations are observed. Young women who are defraying their own expenses by work will be allowed to board in private families by special faculty action. Light housekeeping off the campus will not be permitted.

A Few Important Items.

1. Extravagance in dress is discouraged. Simple white dresses may be worn at receptions.

2. Each young lady will be required to furnish six plain linen napkins, a white bedspread, a pair of sheets, a pair of blankets, a comfort, a pair of pillow cases, a pillow, towels, soap, napkin rings, comb, brushes and any other necessary toilet articles. All clothing must be distinctly marked.

3. Money for books, stationery and incidental expenses may be deposited with the college bursar; the management will not be responsible for loss of money kept in the rooms, nor will money be advanced to those who have no money on deposit. Young women are expected to pay car fare of chaperon on all occasions except shopping day, which is Monday.

4. Under head of "expenses" may be found terms for room and board in all three dormitories.

5. Students will be charged 75 cents per day for the board of personal guests, after the first day.

6. Students remaining during the holidays will be charged the usual rate for room and board.

SCIENTIFIC DININGROOM SERVICE.

TEXAS WOMAN'S COLLEGE, realizing that the proper mental and physical conditions of its pupils and teachers depend, to an important extent, upon the proper selection and preparation of foods, has procured a practical and scientifically trained dietitian who will give her entire time and talent to the supervision of the culinary department. This will include menu making, direction of food preparation, and supervision of serving. By this, the young ladies will not only be properly fed, but they will be instructed in the most elegant modes of serving. Thus one of the objectionable features of dormitory life will be eliminated and the service will not only be substantial and enjoyable but refining and instructive.

The College feels that with this arrangement it has taken a very great step in the proper direction toward meeting the well deserved needs of its patrons and in a way equalled by few of the colleges of the South.

Affiliation of Schools

Articles of Agreement.

PREAMBLE.

The Colleges of Texas, whose Presidents with the approval of their several faculties have signed these articles of agreement, desiring a uniform classification of Texas high schools and more stable adjustment of college admission requirements, hereby agree to observe the following articles of agreement:

ARTICLE I.

In view of the fact that the University of Texas has developed a comprehensive system of school visitation for the promotion of higher standards in schools and colleges and since this has been done at public expense and all of the colleges are entitled to make use of the University classification, if they so desire, it is agreed:

That the colleges signing these articles will admit into college on certificate only such students from Texas schools as have graduated from schools classified and accredited by the university; provided, 1st, that students over twenty-one years of age may be admitted on individual approval as special or unclassified at the discretion of the several colleges, and such students may become regular only by absolving all entrance requirements; and provided, 2nd, that any denominational college may deal with students coming from Preparatory Schools supported and controlled by its own denomination as it may see fit, but it shall not admit students on certificate from Preparatory Schools controlled by any other denomination unless such schools have been placed on the accredited list herein adopted.

ARTICLE II.

Since the work of students in college may be properly considered as one factor in judging the efficiency of the schools from which the students are graduated and in determining the right of the schools to be retained on the accredited list, it is agreed:

That the colleges signing these articles shall furnish to the office of the visitor of schools of the University of Texas the names of students admitted from accredited schools who fail in their courses in the first term of the freshman year, together with the total number of freshmen received on certificate from each school reported. These reports shall include the names of the schools, the names of the students, and the names of the subjects in which the failures are recorded.

ARTICLE III.

The University of Texas agrees to furnish to the colleges on December 1st, and on August 1st, of each year, corrected lists of accredited schools with their respective units of credits.

ARTICLE IV.

It is agreed that the units accepted by the different colleges shall be selected from those found in the accredited list of schools.

ARTICLE V.

In order to carry out these articles of agreement in the most efficient manner, it is furthermore agreed that the different colleges shall use a uniform college entrance certificate blank, a copy of which is attached to these articles of agreement.

The above articles of agreement have been duly signed by proper officials and explain the affiliation demands of Texas Woman's College. The list furnished by the University of Texas will govern affiliation and scholarship.

CREDITS OF AFFILIATED SCHOOLS.

Group I.

(Schools of this group must have at least fourteen units of credit.)

Name of School	Credits 1915	Name of School	Credits 1915
Abilene	20	Comanche	15
Academy of Our Lady of the Lake	18½	Coronal Institute	19½
Allen Academy	15½	Corsicana	23½
Alice	17½	Corpus Christi	18½
Alvin	16	Crockett	17
Amarillo	24½	Cuero	20
Austin	34½	Dallas	30
Ball	23½	Denison	24½
Ballinger	18½	Denton	20
Bastrop	17	Del Rio	18
Bay City	17	Dublin	17
Beaumont	33	El Paso	31
Beeville	17½	Ennis	20
Belton	19½	Farmersville	15
Bellville	15½	Floresville	14½
Big Springs	14	Forney	15
Blinn Memorial College	16	Fort Worth	30
Bonham	23½	Garland	14½
Bowie	18½	Gainesville	21½
Brady	16½	Gatesville	16
Brenham	19	Georgetown	17½
Britton's Training School	14	Gonzales	17
Brownsville	17½	Graham	15
Brownwood	18	Grandview	14½
Bryan	15½	Greenville	22½
Caldwell	16	Hamilton	14
Calvert	14½	Haskell	15
Cameron	19	Henderson	18½
Canyon	14½	Henrietta	16
Center	15	Hereford	15
Childress	15	Hico	14
Cisco	18	Hillsboro	23½
Clarksville	17	Honey Grove	20½
Cleburne	23½	Houston	26½
Coleman	16½	Houston Heights	24½
		Hubbard	15
		Huntsville	15

Name of School	Credits 1915	Name of School	Credits 1915
Itasca	15	Richmond	16
Kaufman	15½	Rockdale	15
Kenilworth Hall	16	St. Mary's Academy.....	17½
La Grange	15½	San Angelo	24
Lampasas	16	San Antonio	29
Laredo	19	San Antonio Academy..	17½
Llano	16	San Augustine	15
Lockhart	16	San Benito	19
Longview	22½	San Marcos	19
Lubbock	16½	San Marcos Baptist	
Lufkin	16½	Academy	19½
Mansfield	14	Seguin	16½
Marlin	28½	Sherman	23½
Marshall	24	Smithville	16
Marshall Training		Stamford	18
School	18	Stephenville	16
Mart	14½	Sulphur Springs	15½
McGregor	18½	Sweetwater	21
McKinney	18½	Taylor	18
Mexia	20	Temple	20½
Meridian College	16½	Terrell	19½
Midland	20	The Hardin School	14
Mineral Wells	18½	The Terrill School.....	21½
Mineola	18	Texarkana	22½
Nacogdoches	19½	Timpson	15
Navasota	19	Tyler	17½
Nocona	14	Uvalde	20½
North Fort Worth	19	Victoria	15½
Oak Cliff	24½	Waco	25½
Orange	16½	Waxahachie	22
Ozona	14	Weatherford	19
Palestine	17½	West Texas Military	
Paris	25½	Academy	18
Pittsburg	16	Whitis School	23
Plainview	17½	Wichita Falls	26½
Port Arthur	23½	Winnsboro	18
Quanah	16	Yoakum	17

Group II.

(Schools in this group must have at least twelve units of credit.)

Name of School	Credits 1915	Name of School	Credits 1915
Arlington	13½	Jasper	12
Baird	12	Lancaster	12
Bellevue	12	Livingston	12
Brackettville	12½	Marble Falls	12½
Canadian	12	Memphis	12
Carthage	13½	New Braunfels	12½
Clarendon	13½	Plano	13
Commerce	13½	Royse City	12½
Eagle Pass	13	San Saba	12½
Elgin	12	Seymour	13½
Giddings	13	Snyder	13
Goldthwaite	12½	South Park	13½
Harrisburg	13½	Vernon	12½
Italy	13½	West	12½

Group III.

(Schools in this group must have at least seven and one-half units of credit.)

Name of School	Credits 1915	Name of School	Credits 1915
Alpine	11	Institute for the Blind....	9½
Bartlett	8	Jacksonville	11½
Colorado	9	Kingsville	10½
Cooper	8½	Kirkley School	10½
Eagle Lake	11½	Pecos	9
Edna	11½	Petrolia	10
Floydada	8½	Rosebud	11½
Gilmer	10	Sabinal	7½
		State Orphan Home.....	7½

Matriculates

1915—1916

COLLEGE OF LIBERAL ARTS.

SENIORS.

Duncan, Grace.....	Polytechnic, Texas
Greenman, Mrs. W. M.....	Polytechnic, Texas
So Relle, Meta.....	Clarendon, Texas

JUNIORS.

Calvert, Willa.....	Fort Worth, Texas
Doty, Ruth.....	Graham, Texas
Land, Josephine	Hico, Texas
Mills, Eva	Stamford, Texas
Owen, Catherine	Amarillo, Texas
Swick, Ethelyne	Fort Worth, Texas
Umsted, Quilla	Sebree, Texas
Witt, Marion	McGregor, Texas

SOPHOMORES.

Darwin, Nora	Fort Worth, Texas
Hardin, Marguerite	San Angelo, Texas
McChesney, Bessie	Fort Worth, Texas
McGregor, Myrtle	Fort Worth, Texas
Rickman, Ada	Graham, Texas
Rutledge, Norma	Fort Worth, Texas
Ryder, Vivian	Fort Worth, Texas
Sandel, Annie Lee	Mansfield, Texas
Sullenberger, Louise	Amarillo, Texas
Trammell, Gussie	Aspermont, Texas
Walters, Ruth	Saginaw, Texas

FRESHMEN.

Adams, Naomi	Livingston, Texas
Ames, Ione	Amarillo, Texas

Baker, Jean	Childress, Texas
Banner, Earna	Fort Worth, Texas
Boaz, Edith	Polytechnic, Texas
Bone, Irene	Dalworth, Texas
Brewer, Margaret	Terrell, Texas
Brindley, Edith Mae	Big Springs, Texas
Brock, Mignon	Ranger, Texas
Bursey, Lottie	Benbrook, Texas
Coffee, Marie	Loraine, Texas
Colvin, Maud	Ennis, Texas
Conner, Hazel	Waurika, Okla.
Davis, Florence	Fort Worth, Texas
Davis, Teola	Nocona, Texas
Dixon, Nell	Fort Worth, Texas
Duncan, Martha	Polytechnic, Texas
Edwards, Lydia	Jacksboro, Texas
Farwell, Zelma	Channing, Texas
Ferguson, Nell	Leonard, Texas
Fisher, Hazel	Fort Worth, Texas
Fort, Rebecca	Mineral Wells, Texas
Fulton, Lillie	Polytechnic, Texas
Garlington, Lucile	Bowie, Texas
Gholson, Allayne	Ranger, Texas
Gibson, Mamie	Mansfield, Texas
Goodner, Lessie	Dublin, Texas
Greenman, Floy	Polytechnic, Texas
Groves, Alice	Fort Worth, Texas
Hale, Mary Belle	Burkburnett, Texas
Harper, Minnie	Fort Worth, Texas
Harrison, Lorena	Fort Worth, Texas
Herron, Mary	Wichita Falls, Texas
Hollis, Maude	Polytechnic, Texas
Isbell, Alice	Rosston, Texas
Kincannon, Helen	Bruceville, Texas
Kincannon, Rowena	Bruceville, Texas
King, Eril	Colorado, Texas
Kirkpatrick, Edna	Bridgeport, Texas
Knight, Mildred	Fort Worth, Texas

Langford, Winnie	Haskell, Texas
Lyon, Mary	Childress, Texas
McCarley, Ina Belle	Paducah, Texas
McCullouch, Grace	Fort Worth, Texas
McNeeley, Lois	Fort Worth, Texas
Massengale, Estelle	Mineola, Texas
Moore, Irene	Arlington, Texas
Morrow, Robbye,	Anson, Texas
Morris, Ethel	Polytechnic, Texas
Muncey, Leona	Fort Worth, Texas
Nabers, May Belle	Vernon, Texas
Naugle, Sybil	Fort Worth, Texas
Patteson, Florrie	Mineral Wells, Texas
Porter, Thelma	Seymour, Texas
Prince, Pearl	Arlington, Texas
Reager, Katherine	Ennis, Texas
Reynolds, Marticia	Fort Worth, Texas
Rhodes, Ida	Fort Worth, Texas
Roberts, Edna	Childress, Texas
Rowland, Leota	Fort Worth, Texas
Shaw, Sara	Quanah, Texas
Smith, Frances	Dublin, Texas
Smith, Leola	Tolbert, Texas
Smith, Lucille	Fort Worth, Texas
Speer, Esther	Polytechnic, Texas
Stephens, Lillian	Fort Worth, Texas
Stuckey, Christine	Kaufman, Texas
Swagerty, Olive	Roswell, N. M.
Sweatman, Markoleta	Ennis, Texas
Tancred, Lucile	Fort Worth, Texas
Tandy, Rachael	Polytechnic, Texas
Watson, Amie	Rosebud, Texas
Williamson, Lena Mae	Cisco, Texas
Williamson, Ova Mae	Big Springs, Texas
Wilson, Jennie	Graford, Texas
Wilson, Minnie	Graford, Texas
Wimberley, Eva	Paducah, Texas
Winters, Ivy	Fort Worth, Texas

SPECIALS.

Alexander, Frances	Memphis, Texas
Bethany, Jewell	Itasca, Texas
Boaz, Ruth	Polytechnic, Texas
Boyd, Emma	Groesbeck, Texas
Boyd, Pearl	Yoakum, Texas
Brady, Hazel	Decatur, Texas
Brindley, Portia	Crowell, Texas
Bush, Margaret	El Paso, Texas
Cervený, Bernadine	Fort Worth, Texas
Connally, Flora	Clarendon, Texas
Cothran, Florence	Nocona, Texas
Craig, Janie	Handley, Texas
Dobbs, Natalie	Palestine, Texas
Goodman, Marjorie	Tyler, Texas
Hill, Emma	Eldorado, Texas
Hinckley, Vira	Wichita Falls, Texas
Hines, Helen	Wichita Falls, Texas
Hunter, Doris	McKinney, Texas
Leeper, Elizabeth	Coleman, Texas
Morrow, Selma	Anson, Texas
Parker, Katherine	Fort Worth, Texas
Radford, Elizabeth	Quanah, Texas
Ramsey, Celeste	Palestine, Texas
Sansom, Eleanor	Alvarado, Texas
Taylor, Era	Hubbard City, Texas
Thomas, Fannie	Anson, Texas
Tullos, Ruth	Shreveport, La.
Whitenach, Blanche	Cleburne, Texas
Wynne, Gladys	Big Springs, Texas
Yates, Tera	Arlington, Texas

ACADEMY.

Adams, Eva	Jacksboro, Texas
Alston, Mamie	Thornton, Texas
Altman, Rhuey	Loraine, Texas
Altman, Wanda	Loraine, Texas
Anderson, Jewell	Wills Point, Texas
Andrews, Leila	Wichita Falls, Texas

Andrews, Sara	Polytechnic, Texas
Barber, Gladie	Bridgeport, Texas
Beard, Willie	Winters, Texas
Beaton, Janie	Corsicana, Texas
Bell, Teddye	Loving, Texas
Benson, Bernice	Olney, Texas
Blanton, Alta B.	Polytechnic, Texas
Blanton, Lou Ella.....	Rotan, Texas
Brown, Leila	Rockwall, Texas
Brown, Mary	Estacado, Texas
Brown, Temple	Winters, Texas
Browning, Layonna	Brent, Texas
Carroll, Bobby	Sylvester, Texas
Carroll, Deal	Sylvester, Texas
Carter, Mildred	Iatan, Texas
Cartwright, Della.....	Fort Worth, Texas
Chalk, Selbia.....	Roaring Springs, Texas
Chandler, Winnie.....	Fort Worth, Texas
Cody, Carrie	Caddo Mills, Texas
Cofer, Carrye	Ennis, Texas
Collie, Catherine	Polytechnic, Texas
Cook, Frances	Montague, Texas
Cothran, Dixie	Nocona, Texas
Craig, Janie	Handley, Texas
Daly, Gladys	Palmer, Texas
Davidson, Claudia.....	Grand Saline, Texas
Davis, Ada	Brandon, Texas
Dickinson, Mary.....	Fort Worth, Texas
Dietz, Gladys	Dublin, Texas
Dillow, Mary	Polytechnic, Texas
Dixon, Grace	Shepherd, Texas
Douglass, Lucile	Corsicana, Texas
Driskill, Jeanette	Bond, Texas
Dunaway, Maurine	Waxahachie, Texas
Fondren, Ora	Fort Worth, Texas
French, Jane	Kaufman, Texas
French, Julia	Kaufman, Texas
Furr, Leona	Kirkland, Texas
Gilbert, Beulah	Fort Worth, Texas

Gilmore, Ola Mae	Moody, Texas
Gill, Jewell	McCauley, Texas
Goodman, Ruby	Millsaps, Texas
Greer, Maybelle	Olney, Texas
Hasie, Ethel	Dallas, Texas
Higgins, Annie	Fort Worth, Texas
Holton, Mollye	Groesbeck, Texas
Hooper, Inez	Indian Creek, Texas
Hudson, Neeley	Tyre, Texas
Hughen, Vivian	Harmony, Texas
Hundley, Mabel	Moody, Texas
Hunter, Blanche	Fort Worth, Texas
Hysaw, Lela	Marfa, Texas
Johnson, Mary	Big Springs, Texas
Johnson, Fredna	Dallas, Texas
Jones, Tennie	Roscoe, Texas
Kennedy, Maud	Polytechnic, Texas
Leonard, Grace	Bridgeport, Texas
Lively, Frances	Fort Worth, Texas
Lucas, Annie	Grapevine, Texas
Lucas, Lorene	Polytechnic, Texas
Marchman, Frances	Lindale, Texas
Moore, Lottie	Matador, Texas
Nelson, Hazel	Fort Worth, Texas
Owens, Lillian	Polytechnic, Texas
Peebles, Ruby	Elk City, Okla.
Penrod, Audie	Wellington, Texas
Perry, Birdie	Mineola, Texas
Pietzsch, Lillian	Bernard, Texas
Porter, Cora	Wheeler, Texas
Porter, Virgil	Wheeler, Texas
Ray, Nell	Fort Worth, Texas
Rice, Mabel	Loving, Texas
Richard, Freda	Fort Worth, Texas
Richardson, Maud	Polytechnic, Texas
Roberts, Ida	Childress, Texas
Roberts, Leta	Childress, Texas
Roberts, Myrle	Van Horn, Texas
Rollins, Lilivee	Abilene, Texas

Rutledge, Elma	Paducah, Texas
Scrimshire, Pearl	Azle, Texas
Simpson, Bessie Jo.....	Fort Worth, Texas
Sides, Pansy	San Antonio, Texas
Smith, Gladys	Polytechnic, Texas
Smith, Ivy Mae.....	Mineral Wells, Texas
Snipes, Lucile	Douglasville, Texas
Snodgrass, Inez	Douglasville, Texas
Stafford, Freddie.....	Tennessee Colony, Texas
Stiles, Elise	Wheeler, Texas
Summers, Nina	Quanah, Texas
Swift, Bess.....	Fort Worth, Texas
Turner, Florence.....	Grand Saline, Texas
Tyner, Jewell	Kirkland, Texas
Vaughan, Mabel	Montague, Texas
Walters, Lena	Jacksboro, Texas
Womble, Natalie	Polytechnic, Texas
Warren, Lucile	Hillsboro, Texas
Warren, Mabel	Burleson, Texas
Webb, Martha Margaret.....	Polytechnic, Texas
Welch, Mildred.....	Pauls Valley, Okla.
Wells, Ruth	Wellington, Texas
West, Thelma.....	Fort Worth, Texas
Wharton, Ozie	Breckenridge, Texas
Whitaker, Viola	Roswell, N. M.
Wiles, Florence	Childress, Texas
Wilhite, Pearl	Lueders, Texas
Williams, Estelle	Daingerfield, Texas
Willis, Pauline	Moody, Texas
Wilson, Nannie Belle.....	Krum, Texas
Wilson, Ruby.....	Silver City, N. M.
Wilson, Ruth.....	Silver City, N. M.
Workman, Beatrice	Willow Point, Texas

SCHOOL OF FINE ARTS.

Adams, Juanita	Polytechnic, Texas
Adams, Eva	Jacksboro, Texas
Adams, Naomi	Livingston, Texas
Alexander, Frances	Memphis, Texas

Alston, Mamie	Thornton, Texas
Altman, Rhuey	Loraine, Texas
Altman, Wanda	Loraine, Texas
Anderson, Jewell	Wills Point, Texas
Baker, Jean	Childress, Texas
Bandy, Eugene	Fort Worth, Texas
Barber, Gladie	Bridgeport, Texas
Bates, Mrs. J. S.	Fort Worth, Texas
Beard, Willie	Winters, Texas
Beaton, Janie	Corsicana, Texas
Bell, Teddye	Loving, Texas
Benson, Bernice	Olney, Texas
Benson, Ira	Cleburne, Texas
Berry, Ornee	Jacksboro, Texas
Bethany, Jewell	Itasca, Texas
Blume, Lucile	Polytechnic, Texas
Boaz, Edith	Polytechnic, Texas
Boaz, Ruth	Polytechnic, Texas
Booth, Annie Laurie	Polytechnic, Texas
Booth, Sue	Polytechnic, Texas
Boyd, Emma	Groesbeck, Texas
Boyd, Pearl	Polytechnic, Texas
Brindley, Edith Mae	Big Springs, Texas
Brindley, Portia	Crowell, Texas
Brock, Mignon	Ranger, Texas
Brooks, Leona	Snyder, Okla.
Brown, Mary	Estacado, Texas
Brown, Temple	Winters, Texas
Browning, Layonna	Brent, Texas
Bush, Margaret	El Paso, Texas
Carroll, Bobby	Sylvester, Texas
Carroll, Deal	Sylvester, Texas
Cartwright, Della	Fort Worth, Texas
Cervený, Bernadine	Fort Worth, Texas
Chalk, Selbia	Roaring Springs, Texas
Coffee, Marie	Loraine, Texas
Collie, Catherine	Polytechnic, Texas
Conner, Hazel	Waurika, Okla.
Connally, Flora	Clarendon, Texas
Cook, Frances	Montague, Texas
Cothran, Dixie	Nocona, Texas

Cothran, Florence	Nocona, Texas
Crawford, Anne Phifer	Fort Worth, Texas
Culbreath, Ruth	Hico, Texas
Daly, Gladys	Palmer, Texas
Darwin, Nora	Fort Worth, Texas
Davidson, Claudia	Grand Saline, Texas
Davis, Grace	Seymour, Texas
DeVaughan, Gladys	Garrison, Texas
Dietz, Gladys	Dublin, Texas
Dillow, Mary	Polytechnic, Texas
Dixon, Grace	Shepherd, Texas
Dobbs, Natalie	Palestine, Texas
Downs, Mary	Polytechnic, Texas
Driskill, Jeanette	Baird, Texas
Dunaway, Maurine	Waxahachie, Texas
England, Virginia	Polytechnic, Texas
Everett, Louise	Fort Worth, Texas
Everett, Sallie	Palmer, Texas
Ford, Fred	Jacksonville, Texas
Foster, Claire	Fort Worth, Texas
French, Jane	Kaufman, Texas
French, Julia	Kaufman, Texas
Furr, Leona	Kirkland, Texas
Garlington, Lucile	Bowie, Texas
Gilmore, Ola Mae	Moody, Texas
Goodman, Marjorie	Tyler, Texas
Goodman, Ruby	Millsaps, Texas
Goodner, Lessie	Dublin, Texas
Gray, Mrs. Martin	Fort Worth, Texas
Gray, Jack	Fort Worth, Texas
Greenman, Floy	Polytechnic, Texas
Greenman, Melba	Polytechnic, Texas
Greer, Maybelle	Olney, Texas
Grimes, Margaret	Fort Worth, Texas
Guyton, Rilla	Hico, Texas
Harrison, Mrs. Ross	Fort Worth, Texas
Haskin, Dixie	Fort Worth, Texas
Hasie, Ethel	Dallas, Texas
Hatchett, Pearl	Alvord, Texas

Hill, Emma	Eldorado, Texas
Hinckley, Vira	Wichita Falls, Texas
Hines, Helen	Wichita Falls, Texas
Hines, Pauline	Fort Worth, Texas
Holton, Mollie	Groesbeck, Texas
Hooper, Inez	Indian Creek, Texas
Hundley, Mabel	Moody, Texas
Hunter, Blanche	Fort Worth, Texas
Hunter, Doris	McKinney, Texas
Hysaw, Lela	Marfa, Texas
Jennings, Mrs. E. D.	Polytechnic, Texas
Johnson, Mary	Big Springs, Texas
Kennedy, Maud	Polytechnic, Texas
Kincannon, Helen	Bruceville, Texas
Kincannon, Rowena	Bruceville, Texas
Kirkpatrick, Edna	Bridgeport, Texas
Langford, Winnie	Haskell, Texas
Lee, Kimmie	Mundy, Texas
Leeper, Elizabeth	Coleman, Texas
Lewis, Merriweather	Fort Worth, Texas
Liveley, Frances	Fort Worth, Texas
Lucas, Annie	Grapevine, Texas
Lyons, Mary	Childress, Texas
McCarley, Ina Belle	Paducah, Texas
McCorkle, Smith	Teague, Texas
McCoy, Inez	Arlington, Texas
Marchman, Frances	Lindale, Texas
Massengale, Estelle	Mineola, Texas
Matthews, Sallie Belle	Corsicana, Texas
Miller, Marjorie	Fort Worth, Texas
Mills, Eva	Stamford, Texas
Moore, Lottie	Matador, Texas
Morris, Jessie	Fort Worth, Texas
Morrow, Robbye	Anson, Texas
Morrow, Selma	Anson, Texas
Nabers, May Belle	Vernon, Texas
Owen, Catherine	Amarillo, Texas
Peebles, Ruby	Elk City, Okla.
Penrod, Audie	Wellington, Texas

Perry, Birdie	Mineola, Texas
Pietsch, Lillian	Bernard, Texas
Pittman, Phynis	De Leon, Texas
Pope, Lucy	Polytechnic, Texas
Porter, Cora	Wheeler, Texas
Porter, Thelma	Seymour, Texas
Porter, Virgil	Wheeler, Texas
Pressley, Meroba	Fort Worth, Texas
Radford, Elizabeth	Quanah, Texas
Ramsey, Celeste	Palestine, Texas
Ray, Nell	Fort Worth, Texas
Rhoer, Mrs. H. M.	Fort Worth, Texas
Rice, Mabel	Loving, Texas
Richardson, Maud	Polytechnic, Texas
Rickman, Ada	Graham, Texas
Roberts, Edna	Childress, Texas
Roberts, Ida	Childress, Texas
Roberts, Leta	Childress, Texas
Roberts, Myrle	Van Horn, Texas
Rollins, Lillivee	Abilene, Texas
Rominger, Grace Lee.....	Cisco, Texas
Rosen, Sam	Fort Worth, Texas
Rowland, Leota	Fort Worth, Texas
Rowland, Rena	Fort Worth, Texas
Rutledge, Norma	Fort Worth, Texas
Sandel, Annie Lee.....	Mansfield, Texas
Sansom, Eleanor	Alvarado, Texas
Sansom, Jerine	Alvarado, Texas
Schilder, Lottie	Fort Worth, Texas
Scrimshire, Pearl	Azle, Texas
Simpson, Bessie Jo.....	Fort Worth, Texas
Sides, Pansy	San Antonio, Texas
Smith, Frances	Dublin, Texas
Smith, Ivy Mae.....	Mineral Wells, Texas
Smith, Leola	Tolbert, Texas
Smith, Mrs. W. D.....	Fort Worth, Texas
Snipes, Lucile	Douglasville, Texas
Snodgrass, Inez	Douglasville, Texas
Speer, Esther	Polytechnic, Texas
Stafford, Freddie	Tennessee Colony, Texas

Stahl, Mrs. E. M.	Polytechnic, Texas
Stiefee, Erma	Fort Worth, Texas
Stephenson, Lillian	Fort Worth, Texas
Stiles, Elise	Wheeler, Texas
Stuckey, Christine	Kaufman, Texas
Sullenberger, Louise	Amarillo, Texas
Swagerty, Olive	Roswell, N. M.
Sweatman, Markoleta	Ennis, Texas
Swift, Bess	Fort Worth, Texas
Taylor, Era	Hubbard City, Texas
Thomas, Fannie	Anson, Texas
Thompson, Elaine	Alvarado, Texas
Thompson, Lola	Polytechnic, Texas
Tillar, Mrs. Ben J.	Fort Worth, Texas
Turner, Florence	Grand Saline, Texas
Tyner, Jewell	Kirkland, Texas
Vaughan, Mabel	Montague, Texas
Vernon, Dorothy	Polytechnic, Texas
Warren, Lucile	Hillsboro, Texas
Webb, Martha Margaret	Polytechnic, Texas
Welch, Mildred	Pauls Valley, Okla.
Wells, Ruth	Wellington, Texas
Wharton, Ozie	Breckenridge, Texas
Wheatley, Helen	Fort Worth, Texas
Whitenach, Blanche	Cleburne, Texas
Whitaker, Viola	Roswell, N. M.
Wiles, Florence	Childress, Texas
Wiley, Dewey	Fort Worth, Texas
Wilhite, Pearl	Lueders, Texas
Williams, Estelle	Daingerfield, Texas
Willis, Pauline	Moody, Texas
Williamson, Ova Mae	Big Springs, Texas
Wilson, Nannie Belle	Krum, Texas
Wilson, Ruby	Silver City, N. M.
Wilson, Ruth	Silver City, N. M.
Winters, Ivy	Fort Worth, Texas
Workman, Beatrice	Willow Point, Texas
Wynne, Gladys	Big Springs, Texas
Yates, Tera	Arlington, Texas
Yates, Winifred	Fort Worth, Texas

HOUSEHOLD ECONOMICS.

Anderson, Leila Belle	Wichita Falls, Texas
Beaton, Janie	Corsicana, Texas
Benson, Bernice	Olney, Texas
Berry, Ornee	Jacksboro, Texas
Boaz, Ruth	Polytechnic, Texas
Brindley, Edith Mae	Big Spring, Texas
Brooks, Leona	Snyder, Okla.
Butts, Maurine	Fort Worth, Texas
Campbell, Mrs. J. W.	Fort Worth, Texas
Clifford, Elizabeth	Clarendon, Texas
Cofer, Carrye	Ennis, Texas
Coleman, Margaret	Fort Worth, Texas
Culbreath, Ruth	Hico, Texas
Davis, Grace	Seymour, Texas
Dixon, Nell	Fort Worth, Texas
Dobbs, Natalie	Palestine, Texas
Drake, Mrs. W. B.	Fort Worth, Texas
Fondren, Ora	Fort Worth, Texas
Greer, Maybelle	Olney, Texas
Hill, Emma	Eldorado, Texas
Hinckley, Vira	Wichita Falls, Texas
Holton, Mollie	Groesbeck, Texas
Johnson, Fredna	Dallas, Texas
Leonard, Grace	Bridgeport, Texas
Littlefield, Mertie	Polytechnic, Texas
Moore, Irene	Arlington, Texas
Morris, Jessie	Fort Worth, Texas
Owens, Lillian	Polytechnic, Texas
Parker, Katherine	Fort Worth, Texas
Penrod, Audie	Wellington, Texas
Pope, Lucy	Polytechnic, Texas
Tandy, Rachel	Polytechnic, Texas
Sansom, Eleanor	Alvarado, Texas
So Relle, Meta	Clarendon, Texas
Sweatman, Markoleta	Ennis, Texas
Umbenhour, Jessie	Fort Worth, Texas
Walters, Lena	Jacksboro, Texas

Watson, Aimee	Rosebud, Texas
Weatherley, Zoe	Polytechnic, Texas
Wells, Ruth	Wellington, Texas
Wiles, Florence	Childress, Texas
Willis, Pauline	Moody, Texas
Winters, Ivy	Fort Worth, Texas
Yates, Tera	Arlington, Texas

SUMMER SCHOOL ENROLLMENT. 1915.

Fay Boykin	Polytechnic, Texas
Grace Buckley	Polytechnic, Texas
Della Cartwright	Fort Worth, Texas
Annie Dickinson	Fort Worth, Texas
Mary Gates	Gorman, Texas
Mrs. W. M. Greenman.....	Polytechnic, Texas
Mamie Hill	Whitt, Texas
Willie Vei Ham.....	De Leon, Texas
Mildred Lucile Jacks.....	N. Fort Worth, Texas
Josephine Land	Hico, Texas
Bessie Sargent	Fort Worth, Texas
Grace Stewart	Graham, Texas
Olive Swagerty	Muskogee, Okla.
Nelle Trammell	Fort Worth, Texas
Mabel Vaughan	Montague, Texas
Clara Wilson	Graford, Texas
Jennie Wilson	Graford, Texas

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Academy---Schedule of Classes for Spring Term

	Greenman	Duncan	Darwin	Blake	Peterson	Smith	Hare	Strickland
8:00-8:45								
8:45-9:30	Spanish 2			English 1	History 3	Math. 4	French 2	
Chapel		Chapel			Chapel		Chapel	Chapel
10:00-10:45				English 2	Latin 3	Math. 1		Dom. Art
10:45-11:30					History 4	Math. 2	French 1	Dom. Art
11:30-12:15	Physiology		Hist. 1		Latin 2	Math. 3		Dom. Sci.
NOON			NOON		NOON	NOON		
1:00-1:45	Physics			Eng. 3-a				Dom. Sci.
1:45-2:30	German 2				Latin 1			
2:30-3:15	German 1			English 4				
3:15-4:00		Hist. 2		Eng. 3-b				

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